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THE AMERICAN

# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

- ★ **Responsibilities and Opportunities of School Administrators  
During and After the War** — *Hill*
- ★ **Purchasing in Small School Systems** — *Weber and Waller*
- ★ **The In-Service Training of Boards of Education** — *Watson*
- ★ **Business Department Practices in Large City Systems** — *Leipold*
- ★ **School Bus Routing, Now and After** — *Juckett*



VOLUME 106, NUMBER 5

MAY, 1943

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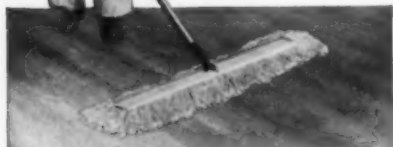


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# THE AMERICAN School Board Journal

A Periodical of School Administration

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The contents of this issue are listed in the "Education Index."

Member, Audit Bureau of Circulations.

## The Personnel Problem in School Administration

The problems which concern the school administrator in these disturbed times are many in number and vexatious in character. The migration from the teaching service to the so-called defense service has been on a steady increase and has in instances reached an alarming stage. The causes for this situation are prompted either by economic considerations or patriotic motives.

No one blames the school employee for seeking a better remuneration for his or her services. An enlightened selfishness prompts economic security. But the professionally inclined teacher will think twice before accepting a position of uncertain duration attended with an increased salary as against permanent employment and a reasonable compensation.

The patriotic motive is unquestionably a laudable one. But here arises the question whether the teacher can render greater service at home than at the war front. In other words, where is he or she most needed?

Those engaged in recruiting the teaching forces have sought to find an answer to the question here advanced. Their answer is embodied in the following statement: "If there is anything in the American belief that our schools are the bulwark of democracy, then the role of the teacher in these days is a great one, an essential one, a sacred one."

It remains here for the school employee to determine for himself whether to quit his job and enter into other employment, or to stick to his chosen calling. The decision is a matter of personal privilege and the free right of citizenship.

There are several things that lie within the power of the school administrators themselves. There is a demand throughout the nation on the part of teachers for better compensation. The cost of living has been advanced everywhere and warrants salaried employees to ask for an adequate compensation. There has been a general tendency on the part of school administrators to recognize the demands for higher salaries wherever the financial situation has permitted the same.

At the same time, there has been a tendency on the part of school authorities to modify rules and regulations to permit the re-entrance to the service of married women and to recognize young teachers of limited experience.

Schoolhouse construction is deferred for obvious reasons. While the need for additional buildings is felt in various sections of the country the administrators are meeting the problem as best they can by maintaining present plants at full efficiency.

The government authorities at Washington are free in stating that the schools have done all that they were asked to do. In fact, they have been a powerful factor in strengthening unity and patriotism at home and giving aid to the forces at the front. They realize, too, that any menace to the schools is a menace to the nation.

It remains for the school administrators to shape and guide the school and its personnel to continue in doing all within their power to solidify and strengthen the nation in meeting the serious problems of the hour.

THE EDITOR

# Today's Lesson on Tires

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# THE AMERICAN School Board Journal

Volume 106, No. 5

May, 1943

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A VITAL CROP TO BE RAISED

# Meeting the Teacher Shortage

Everett H. Fixley<sup>1</sup>

In an alarming number of instances, state boards of education have recently moved to reduce the professional and academic requirements for teachers' certificates. Without doubt these bodies have been prompted solely by a desire to keep their schoolrooms open in the face of a rapidly diminishing supply of qualified teachers. The cry of a teacher shortage is no propaganda to bring students flocking to our teacher-preparing institutions. It is real and it is acute. Many administrative officers report that they have sent mimeographed statements of their vacancies broadcast to teacher placement bureaus all over the country without results. Some states, after making an inventory of available teachers, have found the supply inadequate to care for local needs.

That many school administrators, however, doubt the wisdom of lowering standards, even though the emergency is great, is apparent in their continued requests for teachers whose qualifications are superior to those set for the types of emergency certificates recently created by some state boards of education. Their desire to protect the educational levels of their faculties is commendable. Ground lost by a backward step is often difficult to regain. Inferior teachers, once rooted in a system, are sometimes difficult to remove. Anything that gives promise of enabling us to retain our "minimum of professional respectability" is certainly worth trying. In the hope that some of the plans may offer relief in systems where they are adaptable, the following suggestions are offered:

## Class Sizes and School Days

1. Research has shown that, as at present conducted, large classes yield materially the same educational results as small classes, except in the primary and ungraded groups. In larger school systems where there are several sections of a given grade, the pupils from one room where no teacher is available might be redistributed to other rooms of similar grade, assuming, of course, that the remaining teachers are strong and resourceful enough to handle the heavier load. Where the building design and construction permit, some interior remodeling to effect larger room capacity might be desirable or even necessary. During the depression days the scheme of increasing class size was employed as a financial expedient; today it is being proposed as a means of meeting the man-power shortage and, therefore, it is only fair that savings

effected in salaries be applied to increasing the remuneration of those teachers who will carry the added burden.

2. Where it does not seem feasible to increase class size, a platoon system of organization with some lengthening of the school day, may be set up. Under this arrangement, morning and afternoon sessions are held for separate groups of children, with the program for the morning group repeated in its entirety for the afternoon group. This plan has been followed in many cases where an unexpected increase in enrollment severely taxed the building capacity. Most parents would prefer that their children be instructed one half day by a competent teacher, rather than have them under the tutelage of an inefficient teacher a full day.

3. Closely related to the above plan, but applicable only to a departmentalized school, is the addition of one or more periods to the school day, apportioning the classes of the unfilled position to other teachers who can handle them. The general approval with which the public has accepted proposals for accelerated programs should not make it exceptionally difficult to sell the community on the wisdom of a lengthened school day. Here again, possible savings in the total salary budget through a reduction in staff should be used to compensate for the additional teaching hours.

## Review of Subject Schedules

4. Into not a few high schools and some elementary schools have crept subjects that have been allowed to remain simply because of inertia on the part of the administrators or a reverence for tradition. Some subjects have been added by the smaller schools merely in an attempt to keep up with the Joneses, through a sense of rivalry and false pride that makes us careless of our own limitations. I should be the last to advocate a return to the depression hysteria which spawned the attacks upon the so-

called fads and frills of modern education, or to suggest the elimination of subjects that cannot be classified as strictly vocational. Surely a major purpose of education is to safeguard and further our cultural heritage, but a ruthless pruning of curricular deadwood that cannot be justified upon sound educational grounds would in many cases make possible the carrying on of a decent offering with the available staff members.

5. The scheduling of certain courses on alternate years has been suggested as a way out for the small high school that desired to lay before its students a rich offering and yet found itself financially unable to do so. As I see it, it makes little difference whether English literature precedes or follows American literature, whether cooking is taken before sewing, whether chemistry comes before physics, or the biological sciences before the physical sciences. Perhaps many of our smaller high schools are too ambitious when they repeat the same full offering year after year. Alternation of subjects would enable them to accomplish their commendable desire and at the same time to operate with a smaller staff.

## School Consolidation

6. School consolidation has thus far been principally the concern of the rural districts. In some there is little opportunity for additional effort in this direction; in others there is still room for much more work. It is in our city schools, however, that there may be many untried possibilities. Where adequate transportation facilities are available both intracity and intercity consolidation may be feasible. Two small towns within easy driving distance of each other might jointly agree that one school system would assume responsibility for the elementary level of education for both communities, and the other the responsibility for secondary education. Neighboring towns with small high school enrollments might split their high school work, one taking over the first two years and the other the last two, thus enabling each to do a better job than it had ever done before.

It should be remembered that, for the most part, these are suggestions for meeting an emergency and are not proposed as permanent measures for satisfactory results in normal times. An adequate staff of properly qualified instructors for every school is an ultimate goal that should not be lost sight of even though war clouds temporarily obscure our view.

<sup>1</sup>Professor of Education, University of Mexico, Albuquerque, N. Mex.

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**GOOD ADMINISTRATION**

Good administration is never the result of happy accident. It is produced by foresight, information, cold, clearheaded planning, and hard work. The good administrator shares his responsibilities with others of his staff, and allows them to exercise their initiative in planning their work. Although at times he might be able to act more wisely than they, he hesitates to countermand their plans or discourage their enthusiasm. — WILLARD W. BEATTY.

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# Responsibilities and Opportunities of School Administrators During and After the War

Henry H. Hill, Ph.D.<sup>1</sup>

Vice-president Wallace has recently described the present age as the Peoples' Century, a general characterization that in my opinion is not too inaccurate. For at least two decades we have talked and written about—and occasionally practiced—democratic school administration, by which term the clearer thinkers have meant the sharing of teachers in policy making to the extent of their ability. Others with more ambition than understanding have seized upon this method to provide weak administration and the same kind of domination by teachers which they have resented in administrators.

One college president a few years ago, when asked how he achieved democratic administration among his faculty members, responded, "Why, I insist on it." As a believer in representative government but not in the vox-populi, vox-Dei theory, I make bold to suggest mildly that it may be democratic to permit teachers to determine whether or not they want to share policy making. Surely a teacher's field of professional competency has some limitations.

Regardless of how muddled has been some of the thinking and writing about democratic administration, I think all persons agree that both teachers and students have been considered in administrative matters during the past few years to a degree unthought of a generation ago. I think all of us will agree also that during the present years and the postwar years there is a challenge to school administrators not merely to administer but to work with groups of teachers and others who do have a contribution to make in the field of policy making and who, regardless of their contribution, are going to insist that they be given a more important part in planning. It is a bit startling in some respects to recall that a hundred years ago teachers were demanding that they be relieved of clerical work and other routine tasks of school administration in order to teach more effectively. As one who has achieved some successes and some failures in democratic school administration in the past, I would call on teachers and administrators, college presidents and professors, to understand clearly both the advantages

and limitations of democratic school administration. We shall hear much more of it during the coming years.

The nature of the school's task has always been paradoxical. On the one hand the school has been a conservative influence in the community which has rightly charged the school with the responsibility of conserving the values of the past, of maintaining the elementary schools as a place of security and peace for small children, of assuming a middle position with regard to many reforms of untested value. In contrast to this it has also been the great disturber of the peace. They made it possible and inevitable for humble citizens to develop movements of their own which challenged the established order.

## Schools Must Continue During War

It is somewhat arbitrary to separate the responsibilities of school administrators during and after the war because what we are doing now and what we shall do after the war are to a large degree parts of one continuous line. During the war the schools must, as I see it, continue to hold to the fundamentals which have existed throughout the centuries. It is still their job to see that the fundamental processes are mastered by those who have that ability. Among other things, it is still their job to teach students to understand what they read, to speak clearly, and to appreciate a bit of the world's best literature.

During the past year or so it has been necessary for me to travel considerably, and occasionally the crack passenger train on which I was riding has been sidetracked for an hour or two to permit a freight train to pass. This is as it should be. The passenger train represents to me our civilian needs, and the freight train, which represents the war needs of the country, has for the war years secured the right of way. But—and this point is occasionally missed—note that the passenger train is not taken off the railroad. The passenger trains of civilian life and needs will continue to run. In a similar way the fundamentals of our American culture will continue to be taught in our schools but not with quite the same prewar priority.

During the war we as school administrators should maintain our perspective and help community agencies maintain theirs. For example, we are today urged by some agencies to go all out in the

matter of nursery schools and daytime care for children. Certainly I am in favor of meeting legitimate wartime needs in this field, but if we lose our perspective we are quite likely to make it too easy and attractive for mothers of small children to do war work in the factories instead of war work in the homes. I think we all agree that there has not been developed a complete substitute for a mother.

I shall not deal in detail with the particular wartime courses or activities which are common to most schools, but prefer to touch on certain needs which have to do with the postwar years.

First, we should recall that the public schools secured many of their present-day problem teachers during the period around 1920 at a time when teaching was less attractive and when newly selected teachers were not always as good as those available later. From my point of view then we should appoint permanently as teachers as few persons as possible during these war years at a time when most of our finest and most desirable men teachers are in the armed services and when other occupations and professions rightly claim so many of our finest young women.

## Building Boom After the War

It requires no prophetic vision to remind us that when the war is over there will be a tremendous building boom which necessarily will spread to our school systems. To the extent our reduced administrative staffs permit, we must mature and season our building plans during the war period. In fact thinking and planning about the postwar period is absolutely imperative on the part of every school administrator, even if he should miss out on a few committee meetings. The challenge to school administrators during wartime is to maintain morale, secure greater efficiency, do more work with reduced staff, and at the same time to meet all the legitimate wartime demands.

After the war we must better our program of cultural education, using cultural education in the broadest possible meaning. Somehow or other, love of our country, the use of our hands, and some knowledge of the soil's basic contribution to living and to mental hygiene must be transmitted with greater effectiveness than they have been in the past. It seems safe to assume that in the postwar machine age in which

<sup>1</sup>Dr. Hill, who is superintendent of schools at Pittsburgh, read the present paper at the Pennsylvania Schoolmen's Week, Philadelphia, March 26, 1943.

we shall live and work some direct connection with the soil may be our chief hope of preserving mental sanity.

The biggest single problem facing America prior to the war and which will face us again after the war is that of providing work for all. We shall have to provide in our public schools some satisfactory method of providing work experience and employment through part-time or cooperative techniques and in other ways or else assign this whole area to the National Youth Administration or some similar governmental agency. It behooves us therefore during the war years to think, to plan, or to invent means of solving this problem, so far as the schools can do it. I am convinced that the big failure of all democracies during the past twenty years has been that they have permitted to be taken away from youth the opportunity to work and thus have in effect prolonged the immaturity which always has been youth's chief liability.

In the postwar years we shall have a tremendous program of retraining. It seems desirable that vocational education be considered in its broadest possible connotation. The actual acquirement of the skill necessary to a job in our mass-production industry can be completed in a few days or weeks at the longest, but supplying the background which makes this mass-production worker a good man and a good citizen with some stability of purpose and understanding is more challenging and difficult. We shall see, I hope, more simple culture introduced into vocational education, a better and more effective balance in all education.

#### Danger of Loss of Leaders

Both in high school and college we should have more flexible systems of education after the war. If we can solve the problem of providing sound work opportunities for all youth who can and should work, then we can abandon our prewar policy of discouraging acceleration and trying deliberately to keep youth off the labor market. We shall find, I think, that the process of finishing college in three years instead of four adds to the maturity and sense of responsibility of the student and in a sense fills part of the gap in his initiation into society which used to be supplied by physical work.

Probably the greatest loss which we suffered as a result of the Civil War in this country was the loss of our ablest young men, those who would have been our best leaders. If we can even halfway read this lesson of our own Civil War, we shall see to it that a greater percentage of our best youth have college education. In the present war we shall lose thousands of our potential leaders, and it is therefore sound wisdom and common sense to see that a greater proportion of our youth



#### Education for the Army — and for Life

The American universities are serving the nation at war in unusual and important ways, preparing young men for advanced technical occupations that will be of value in peace times. Here is a class of meteorologists at the University of Wisconsin. (Photo, University of Wisconsin Press Bureau.)

secure the finest possible training for leadership. In a state not so far from Pennsylvania, it was found out in a rather carefully made study recently that half of the top fourth of the high school graduates did not enter college at all! On the other hand 14 per cent of the lowest fourth did get into college. Our college faculties and many laymen spend so much time worrying about the few misfits in college that they have apparently been unaware of the real failure, which is to get into college more of those who can benefit by college work. Provision of governmental scholarships is one promising method of meeting this problem.

Financially, I believe our public schools and possibly colleges are going to have to rely to a greater degree on direct or indirect subsidies from the state and federal governments. There are quite obvious dangers in reliance on the Federal Government but the alternative seems to me to be even more dangerous. Especially in our big cities, real estate is carrying all the burden it proposes to carry and many of the ordinary sources of taxation have been pre-empted by the state and federal governments. Some thinkers will argue that declining enrollments will enable us to operate our schools with reduced cost, but they fail to consider the demand for expansion of services which will be made on the public schools and universities after the war.

#### Maintain Sound Financial Structure

Incidentally all of us as administrators must take whatever criticism is necessary in order to maintain the soundest possible financial structure during the war years. It is so easy to rationalize ourselves into spending money we do not have without considering that this money, with no single noteworthy exception, has always had to be paid back, directly or indirectly, and has always resulted sooner or later in reduced opportunities for youth. Our successors as school administrators will have problems enough without our passing on to them any greater fiscal problem than is already inevitable.

In conclusion, I suggest what ought to be fairly obvious, that the job of school administrator is not one for a fish which is only happy swimming downstream. If we can't swim upstream a bit, we should resign. If we, as school administrators in wartime, expect to be happy in our jobs, we are expecting the impossible. But if we like the challenge of making brick without straw, if we know the importance of the school's task, if we know the meaning of a word much out of style for some years but once again attaining respectability — *duty*, then the slogan which appeared on the walls of a certain institution may appeal to us:

"The difficult we do promptly. The impossible takes a little longer."

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# Purchasing in Small School Systems

C. A. Weber, Ph.D.<sup>1</sup> and F. O. Waller<sup>2</sup>

Some of the problems which can be a source of difficulty in a school system are the selection, requisitioning, and purchasing of school supplies, materials, equipment, and insurance. While it is true that the greatest proportion of school expenditures are devoted to salaries for services, it is equally true that millions of dollars of school funds are wasted annually because of inefficient and uneconomical methods of selecting, purchasing, and distributing supplies, materials, equipment, and insurance. In general, the smaller schools exhibit the greatest lack of efficiency, and, since the typical school system is one enrolling from one hundred to six hundred pupils, it is important that special attention be focused upon desirable practices in effecting efficiency and economy in the practices affecting school systems which are not large.

It is quite generally agreed by authorities on the subject that purchases of school supplies, materials, and equipment should be centralized in one department under the direction of the superintendent of schools, and that it should be a staff function. There is little if any merit in the practice of leaving the problems of purchasing to members of the board of education where there is a competent chief administrative officer who can be given this responsibility. The board of education should adopt a budget which should constitute an authorization for the administrative head to make expenditures within certain limitations of amount. It is a wise and sane practice for boards of education to limit the maximum cost of items which may be purchased without board sanction. Except for purchases beyond the limitations set by the board, purchasing should be the routinized function of the executive.

## A Duty of the Executive

This does not mean that the executive officer should make all decisions as to purchases himself. It simply means that the executive head of the school should direct the purchases and that boards of education should not make purchases without using the professional services of the chief administrative officer. It means, also, that the executive should enlist the services of all members of the staff and certain members in particular to formulate recommendations for purchases to be made by the board of education. The janitors should be consulted when selecting janitor supplies; the teacher of chemistry should make

the recommendations for supplies to be purchased for the laboratory; the librarian should be held responsible for matters pertaining to the library; and other members of the staff should enter into the whole program of purchasing. Such procedure should be under the direction of the school administrator.

In Galva members of the staff are held responsible for supplying the superintendent with a list of needed supplies and material for the coming year. This supply list is usually prepared in January so that it may be used in making the budget which is adopted in July. Each staff member is requested to specify exactly what quantity and what quality of material is desired and to furnish the superintendent with an estimate of the probable cost of each item needed. In cases where requests seem to be for greater amounts than can be afforded, staff members themselves are requested to "cut the request down" to a specified figure.

If economies are to be effected in the purchase of supplies, materials, and equipment, every school system should have a standard supply list of all supplies used, and this list should be complete. A well-planned and well-kept system of records of all types of supplies used by the school, together with prices paid at the time of the last purchase, is an important safeguard and is basic to intelligent purchasing. The list should be simplified and each item on the list should be accompanied by accurate specifications.

## Use of Specifications

The use of specifications is an economy measure, for when definite standards are established and specifications are written and recorded on the standard supply list of the school, it is always much more likely that supplies will be purchased on a truly competitive basis according to specifications. The specifications should be tentative and subject to periodic review by the staff in the light of new knowledge of the best information available at a given time on specific supplies, materials, and equipment manufactured for school use. No standard supply list can be permanent — it must be revised periodically and kept up to date.

The entire staff should cooperate in the preparation of a scientific supply list and in the simplification of the list and in the setting up of definite standards for each item on the list. The final list should be mimeographed and placed in the hands of all members of the staff and the board of

education for reference and for the purpose of intelligent requisitioning, purchasing, and checking.

In Galva the staff uses the publications of the United States Bureau of Standards, a list of small leaflets giving specifications for many items. These leaflets can be purchased from the Superintendent of Documents, Government Printing Office, Washington. It is also important that members of the staff have ready access to magazines in the field of school administration and others which carry advertisements of leading brands of merchandise for schools. Each teacher usually has sources of information in his or her department for securing specifications relative to maps, globes, furniture, woodworking supplies, tools, and the various other articles which are needed. One of the chief advantages of devising a standard supply list is that, by giving teachers a part in the devising of it, teachers become much more aware of the latest and best information pertinent to their own needs. Furthermore, this technique was found to be very valuable for educating teachers in service. The art supervisor in Galva, for instance, has made a detailed and careful study of the problems of buying art supplies, and the shop teachers have dug deeply into the problem of specifying materials for their departments. This has resulted in in-service education of value to the teachers, to the departments, to the schools, and has, at the same time, resulted in reductions in expenditures.

## The Annual Purchases

It is safe to say that standards for school supply lists should be established by a cooperative effort of all members of the staff and that they should be checked by the most capable people of the system. Teachers and janitors should be consulted regarding the requirements of their departments and should be charged with the responsibility of finding the courses of specifications for their requirements.

Once a standard supply list has been completed, the school should inventory the supplies on hand and the teachers should, in January or February, estimate the needs for the coming year. From these estimates the administrator can, with the help of fellow workers, classify the needs into appropriate categories so that bidders may more easily consider only those items on which they wish to bid.

When the board of education has carefully examined the list of needs, together

<sup>1</sup>Superintendent of Schools, Galva, Ill.

<sup>2</sup>Member of the Board of Education, Galva, Ill.

with specifications as submitted by the staff, the board should submit the list to competitive bidding. This competitive bidding should not be limited to local dealers, although it is only fair to give local dealers preference, other things being equal. In awarding contracts to bidders, it is more economical, as a rule, to accept the best bids on individual items than to give the entire order to the one firm which offers the lowest price in the form of a lump sum bid.

So far as possible, supplies should be purchased in amounts that entitle the buyer to the best prices. Overbuying is costly even though it may result in lower prices per unit. A school should attempt to purchase on the basis of yearly needs rather than on a month to month basis. In cities where there are more than one school district, as is the situation in Galva and in many other cities in the Midwest, savings can be secured if the two school districts buy cooperatively so that they can secure the advantages of larger unit prices.

#### The Annual Routine

The following general rules have facilitated purchasing and resulted in economies in Galva:

1. The initiation of purchasing should begin in January or February while teachers are on the job—not in June when teachers are gone.

2. In seeking bids, the following information should be given:

- a) The names and addresses of schools and officials to whom bids are to be sent
- b) Careful description of items to be purchased
- c) Quantities of each item desired
- d) Request for samples where such are needed
- e) Delivery terms
- f) Information concerning date for payment of bills, discounts, sureties, if needed
- g) The right to accept or reject any or all bids
- h) Special items of information

3. Goods should be checked with orders and invoices immediately upon delivery, and all shortages, breakages, substitutions, and variations listed for prompt adjustment.

#### Buying Fuel

The purchase of fuel requires certain safeguards if the school is to get the maximum efficiency per dollar spent. Careful specifications should be based upon evidence of efficiency of certain types of coal in specific heating situations. There should be careful checking to provide that the fuel delivered actually meets the specifications and that the quantities delivered correspond with the amounts purchased.



Dr. C. A. Weber  
Superintendent of Schools,  
Galva, Illinois.

The school should be primarily interested in the purchase of heat units rather than tons of fuel. In most small communities the local coal dealers, usually well known to the board members and the school executive, can provide the information needed to buy coal on the basis of heat units. If the equipment to do so can be secured, the relative efficiency of specific brands of coal should be tested experimentally. This procedure, essential in larger schools, is valuable in small schools, but, unfortunately, the meters and equipment needed are not often available in smaller cities. Feinstein and West described the best accepted procedure for testing for coal efficiency in schools in an article appearing in the SCHOOL BOARD JOURNAL, in November, 1931.

When the general type of coal has been selected as satisfactory for use in the school plant and definite specifications have been drawn up, the board of education should request prospective bidders to submit quotations. Authorities are fairly well agreed that coal should be purchased on the basis of competitive bidding which is based on well-defined specifications. However, local conditions may be such that competitive bidding is not wise. In a few communities two or more dealers are willing to furnish coal to schools on a cost plus basis and, in such cases, the purchases can be divided among several dealers and often this results in less "cheating" than when done on a competitive bidding basis. Boards of education and school administrators must be the judges in such situations. The test is in the consequences.

Schools using oil for fuel should consult the American Society of Heating and Ventilating for information concerning specifications for fuel.

#### Proper Insurance Protection

Proper insurance protection is a necessity for all small school systems. Very large school systems have found it cheaper to carry their own risks, but no small school has ever been able to do so. Insurance protection should include protection against loss by fire and wind and probably the activities of war, at the present. It should also include, under present conditions, rent insurance to provide funds with which to rent emergency quarters in case of destruction of the school. This is important at the present time because of the great difficulty in getting new materials for construction.

Fire and wind insurance should be combined into an extended coverage program which combines protection against loss by fire, wind, tornado, and other causes. The following general rules have been observed in Galva and have been found to be very much worth while:

1. Insurance should be purchased on the 80 per cent coinsurance basis.
2. Five-year policies are more economical, one fifth of the insurance coming due each year.

3. All premiums should be payable on the same day of the same month and not scattered over the year.

4. An accurate insurance register should be set up.

If buildings are hazardous risks and are located where fire protection is inadequate, it may be wise to insure them up to 90 per cent or even 100 per cent of their insurable value.

Proper insurance protection cannot be provided unless the true insurable value of the property is known. There are several ways of determining the insurable value of school property:

1. Commercial appraisals—usually very costly
2. Fire insurance company appraisals. (No doubt the cost is included in the premium.)

3. Committees of local contractors
4. Appraisal on the basis of records of construction and equipment costs

In Galva we use a combination of methods 2, 3, and 4. We believe that the insurable value should be based upon present replacement costs rather than upon original costs less depreciation.

Boiler insurance probably should be carried by schools. The chief value of this type of insurance is the inspection service which accompanies the insurance. This service is designed to prevent explosions, collapse, or rupture of the boiler, thus effecting long-time economies by increasing the efficiency and extended life of the heating plants.

In conclusion, school supplies, school materials, school equipment, and school insurance are of tremendous educational

(Concluded on page 69)

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# Administrative Techniques Used for Pupil Adjustment in a Junior High School

Leland N. Drake<sup>1</sup>

If one subscribes to the philosophy of education which advocates that each individual should be provided with an opportunity to achieve to the fullest of his capacities and aptitudes for the benefit of himself and the society in which he lives, it places grave responsibilities upon the educational process. Democracy in education, then, calls for school opportunities in relation to each individual's capacity to achieve from such opportunities. Hence each individual's education should proceed in accordance with all available information concerning his abilities, interests, and needs, so that the gifted and the slow learning, as well as the average individual may enjoy the maximum personal achievement compatible with social welfare.

Before the beginning of the present century most schools did little to meet differences in learning abilities of pupils.<sup>2</sup> High schools were organized and operated for a limited number of highly selected pupils who were considerably above the average in academic interests and abilities.

But with the increasing influx of less capable pupils, with the evident malfunctioning of the rigid academic system, and with the development and availability of improved tools and techniques for discerning varied capabilities and interests, administrators and teachers began to consider seriously the problem of making adjustments in adapting schoolwork to the abilities and needs of the individual pupils.

In this age of mass production in education, as well as in industry, this problem of pupil adjustment has become an ever present and increasingly important one. Many plans, techniques, and methods have been developed and used and in many instances have contributed much toward the solution of the difficulties. A few of these plans are as follows: the Dalton plan, the Winnetka plan, trial promotions, homogeneous grouping, accelerated courses, extra promotions, enriched courses, minimum essentials, unit instruction, parallel curriculums, honor schools, and a multitude of other plans and devices. It is the purpose to present briefly certain administrative techniques that have been used in a typical cosmopolitan junior high school to help solve this problem of pupil adjustment. They are as follows:

1. Boys' school and girls' school which are located within the district  
2. Special ungraded room, for boys within the school  
3. Trade schedules

4. Grouping according to ability and special interests by subjects
5. Adjustment of curriculum to fit the needs of these groups
6. A highly developed activity program

## Boys' School and Girls' School

These two schools are in reality opportunity schools, located within the school district. They accept a limited number of pupils from the elementary schools whose adjustment problems because of intelligence, scholarship, and personality make them unfit to profit by the junior high school program. Approximately 15 pupils each semester are sent to these two schools instead of to the junior high school. This relieves the junior high school of a small percentage of the most maladjusted cases and cares for them in special opportunity rooms.

## The Special Ungraded Room

Another practice of adjusting maladjusted pupils is by placement in the special ungraded room. At present, this room is composed of boys and is principally recruited directly from the special rooms in the tributary elementary schools. These pupils have not been graduated from the 6A grade but because of age and size are promoted to this special ungraded room directly from the elementary school. Other

<sup>1</sup>Dr. Drake is the principal of Mound Junior High School, Columbus, Ohio, and has been engaged as professor of education during summer terms in various universities and schools of education.

<sup>2</sup>Gossard, Arthur P., *Superior and Backward Children in Public Schools*, pp. 7-25.



The projects undertaken by the students frequently have current values. The group illustrated is making models for displays in shop windows in connection with a local civic drive for the expansion of the Municipal Zoological Gardens. The war activities have provided numerous and interesting enterprises.

pupils are assigned to this room from the adjustment problems that arise within the school. This room registers approximately 30 pupils; and since it is ungraded, pupils do not feel the stigma of failure. They do individual work and may progress at their own rate of speed. Only a part of the day is spent in academic work; the remainder is occupied with handwork, shops, art, music, dramatics, physical education, type-writing, home economics, special projects, and such other activities for which the pupils show particular aptitude. The room is especially equipped for an activity program. Some of the activities conducted in this room are as follows: repair work, refinishing of furniture, mending of chairs, shoeshining, shoe repairing, garden projects, remedial reading projects, making of toys, caring for school yard shrubbery and plants, and many other activities that seem to appeal to the personal interests of the individual pupils. The personnel of the room includes boys (a) with physical handicaps; (b) with mental handicaps; (c) with language handicaps; (d) with warped personalities; and (e) with personality problems that make it difficult for them to progress in the regular routine.

The boys work in a restful, homelike atmosphere and are encouraged to work to the best of their ability upon whatever task is selected. It is possible for pupils in this room to overcome handicaps and to be assigned later to the regular curriculum.

#### The Trade Schedule

This adjustment can be made in the home room under the regular schedule of the junior high school with the exception that pupils are permitted to schedule those subjects in which they may succeed to best advantage. This is done with the probability that such pupils will not graduate from the regular courses but will pursue the work for which they seem best fitted and which will give them the best preparation for early withdrawal from school. Under this arrangement some pupils may pursue one subject, such as, shops, physical education or any elective or required subject in which they appear interested and capable, for several periods each day and may take a minimum of academic work according to their interests and abilities. Because of such schedule adjustment, pupils remain in school and receive more training than they otherwise would. The "trade schedule" plan helps to make happy and contented pupils out of many problem cases due to maladjusted conditions. It is entirely possible for the pupil taking a special trade schedule to adjust himself sufficiently to school routine as to later be able to make up his academic deficiency and graduate. However, experience has shown that this occurs only in rare instances.

#### Grouping the Children

Because of the extremely wide distribution of social backgrounds, intelligence levels, and personal experiences of the pupils in each grade, it has been found helpful to group them in such a manner as would permit differentiation of instruction to fit the needs represented by the group. For instance, where there may be six sections of 7A English it is possible to group the English classes according to their abilities in reading and English proficiency.

In this manner the group instruction may be more specifically applied. In the other academic subjects, such as mathematics, science, and history, pupils may be grouped according to their abilities and interests so that the curriculum may be adjusted and adapted to the group needs. By this technique pupils are encouraged to progress according to their abilities and aptitudes. This practice also provides ample opportunity for adjustment of the curriculum according to the needs of a group within a given grade and makes provision for remedial instruction in any subject.

#### Curricular Adjustments

A careful study of the curriculum offerings has been made by each department and minimum requirements together with enriched features have been set up to apply to the groups classified. This divergence of curriculum offerings is very wide. It is entirely possible that the lower group of a given grade will use entirely different textbooks, methods, and plans from those used by the upper sections of the same grade. The success of grouping pupils largely depends on the adjustment of curriculum to meet adequately the needs of the varying groups. Teachers are selected and assigned according to ability to succeed with a particular group. In this way discipline problems are reduced, classroom technique is varied and becomes more adaptable. Pupils feel the satisfaction of achievement and accomplishment regardless of the level of ability. This plan of grouping also gives opportunity for the formation of remedial classes in all subjects.

#### The Pupil Activity Program

One other administrative technique to give opportunity for individual pupils to achieve according to their abilities and interests is provided by a comprehensive pupil activity program. A chart showing the various pupil activities in student government gives an idea of the organization of this program for the development of pupil leadership in a democracy. An activities period is provided each day for the purpose of carrying out this program of student government. It is organized on a pattern similar to the city government. It includes numerous service clubs in which about one fourth of the pupils of this

school are engaged. It also provides interest clubs in which more than 82 per cent of the pupils engage. It is undesirable, in this brief paper, to discuss in detail the offerings of this activity program. It is sufficient to indicate that it presents an opportunity to a high percentage of pupils in the school to adjust themselves to their own special interests in volunteer activity.

To summarize: Pupils are no longer molded to fit the curriculum, but the curriculum is adapted to meet the varying needs of pupils. The slow pupil as well as the bright one is given the chance to find himself and develop his special interests. Student government encourages pupils to develop leadership through service to the school community. The activity program promotes special interests and hobbies which influence the growth and development of personalities.

Thus, this school, by the use of these administrative techniques, has attempted to meet the problem of pupil adjustment. The results of the past few years indicate an improvement in the neighborhood and the school which is generally attributed to this program of adjustment.

#### THE BEST PUBLIC RELATIONS

The importance of the student in the relations of the school with the community was pointed out in a recent bulletin by Supt. J. E. Pease, of La Grange, Ill. He writes:

"A happy student body is an important item in creating a desirable school atmosphere. All must remember that the greatest factor in a public-relations program is the pupil. If he is happy in school, he will carry this happiness into the home to the parent. He is the important 'example' of what local schools are producing, representing both the procedures and the product. By the child's many informal comments and his narratives of school incidents and events, the parent is kept informed on what is going on in the school building. The parent may make allowances for the accuracy of the stories he hears, but he is impressed with the spirit and attitude in which the story is told. He is aware of the degree of interest and enthusiasm the child may have in his work; and the degree of friendliness, mutual understanding, and respect in pupil-teacher relationships. Does the child go 'willingly to school'? Does he like the principal? Is the teacher a firm but friendly guide? Does he know why he should study this and master that? Is he given a fair chance? Is he succeeding? The child not only provides the answers to such questions; the child is the answer in every home.

"After a recent parent-teacher association meeting, a father went out of his way to explain that his child was happy in school. He emphasized the point that to him this was most important. He stated that the child liked the work which he was doing and that he liked the teacher because she understood him, explained things in a clear, concise manner, and presented the lessons in an interesting manner. Perhaps there are more answers, but the above may help to clarify the previous statement."

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## TEACHER TELLS A STORY

Geraldine Garrison<sup>1</sup>

Storytelling, which is older than the race's civilization, was used for hundreds of years as the chief means of entertaining and educating rich and poor alike. With the coming of formal education, however, this art was laid aside, and it is only recently that educators have begun to realize the great possibilities this form of instruction carries. Since those entrusted with the education of the young are ever watchful for new instruments of teaching, colleges are beginning to offer courses in storytelling for the teacher; however this is a new field and there is much to be done before the art is perfected.

One waves a magic wand when he says, *Once upon a time*, and children leave their play when they hear those mystic words. Storytelling should first of all bring pleasure. Every child has a craving for the dramatic; every child longs to be thrilled by the faraway and strange; thus the teacher by using this innate appreciation can give the child desirable vicarious experiences. The rich and the poor, the sick and the well can travel to faraway lands and make friends with many strange peoples.

Through storytelling commendable character traits may be developed. The story should never preach, and the child certainly should never be conscious of the motive; but by showing the consequence of certain actions of the hero there is an opportunity for the child to see how both rewards and punishments are brought about as the natural result of one's behavior and environment. The child is quick to catch the moral; and if left alone to make his own deductions, the lesson is much more effectively learned. The story hour can teach the child to love and appreciate the desirable things in life, to pity suffering and the weak, to scorn untruth and pretention, and to help the oppressed. Children are often so cruel to one another and old people simply because they have not had the experiences of life that make all of us human.

A sense of humor, as everyone knows, is a valuable treasure, but how many adults go through life without one. Children are generally late in developing this inner joy; they can, however, learn to laugh at misfortune and see the ridiculous in their own mistakes by sharing other people's experiences. Thus they develop a happier philosophy of life.

Proficiency in the art of storytelling is a God-given talent; the old saying that teachers are born not made might well be

applied to the storyteller. There are, however, a number of suggestions which if followed will improve anyone's art and will help to bring the desired psychological effect. In the first place the story must be well known, but it is not advisable to memorize the story as it will sound just that — *memorized*. The best way probably is to outline the selection memorizing certain key sentences and choice words. Never should the outcome of the story be changed as there will always be children who are familiar with the episodes and will resent any tampering with the hero's life. It is best to get a clear picture of the characters so that they may come to life as real people.

There must also be a *feel* for words — words which will express the author's meaning and mood. Words which express sound and color should be used as children delight in words which they can taste, smell, see, and feel. Always the language and vocabulary should be adapted to the experience and intellectual level of the children. This does not mean that one should use incorrect English, but it does mean that the style should be conversational, colloquial, and clear. Children delight in unusual words if there are not too many of them.

Of course it goes without saying that the storyteller must know and adapt her material to the interests and background of the children if she is to secure their cooperation. The intelligence of children should be respected. Overexplaining and too many details kill interest; there should be suggestion so that the mind and imagination may know no limits. Each child should experience the joy that comes from walking with kings and striding along with heroes. The child who gains the ability "of seeing with his mind's eye" has gained a skillful tool which will serve him well throughout life. Many experienced teachers do not recommend the use of cutouts or pictures for fear that the child may be forced "to see" the story the narrator's way. Probably illustrations will serve their purpose best if used before the story is told and then put away.

Even though storytelling is not a reading or a play and should be given as neither, the narrator should look for the dramatic and the unusual. There must be that dramatic quality in the voice which produces suspense. The voice must be able to reinforce the words; however the dramatic portions along with the rest of the story must be told simply. There must be that simplicity and sincerity that comes from sharing one's richest possessions with his friends. The selection must be told so simply that it becomes art — the art that hides all the hard work, planning, and thought that have gone into making this story live. The art that makes the listeners



Storytelling is an art and a valuable instructional method, particularly in the elementary grades.

<sup>1</sup>Director of Speech Activities, Neodesha, Kans.

believe that the events are happening now for the first time.

Gestures are another means of interpreting events, but they must not be too exaggerated, and the hands must be well trained. Who has not thrilled as he has seen joy or fear or sorrow expressed by the hands, and who has not caught a subtler meaning as he saw a person threatened, or beckoned to or sent away by hands that did their master's commands.

The person who would be a weaver of yarns must know how and when to pause if she is to bring a burst of laughter, a sympathy and love for the hero, or an understanding appreciation of a character. Timing cannot be taught; it is a *feel* or an *innate something* which many actors never accomplish. Timing is one of the abilities which separates talent from mediocrity.

The master storyteller does not need a beautiful face, but she does need an expressive face with eyes that smile and fear and abhor and understand. The face must be alive expressing the joys and sorrows of the imaginary people. Because facial expression is so important, one will be repaid for all the time spent practicing before a mirror.

Besides possessing dramatic qualities in the voice, the storyteller must have a flexible voice that will portray the characters' moods and innermost thoughts. Her voice should be deep, full, and resonant; and all nasality and harshness should be eliminated. A visit to the legitimate theater to hear and see Helen Hayes, Katherine Cornell, and Eva Le Gallienne, to mention a few, will pay dividends. This teacher-artist must also learn to reproduce different tones of voices, noises of animals, and sounds of nature as children live in a world of make-believe.

If a child wants to comment or make a suggestion while the story is being told, let him do so; but the narrator should tactfully go on keeping the situation well in hand. If a child is squelched when he asks a question, not only he but the others lose interest; and the story becomes the storyteller's and not the children's. Storytelling can often be used as a basis for other speech work as it affords an excellent opportunity for children to express their own ideas.

There is some disagreement as to the materials which should be used for the story hour. It is an old but true saying that the teacher must take the children where she finds them. It is well to begin by using the kinds of stories which the children are accustomed to and like; then gradually cultivate an appreciation for the higher type and best materials. Modern stories are good, and they should be used; but there is a wealth of old stories that the race has been accumulating for centuries, and every child should have an opportunity to share in this heritage. Children will be

better people and better citizens and their lives will be the richer for having shared the race's common experiences. Certainly horror stories and love stories should be banned because for the most part only the storyteller enjoys them.

Skill in the weaving of yarns comes through hard work and a love for people.

There is little or no pecuniary recompense, but as the eyes dream then flash and sparkle and the children are carried far away to strange adventures on their magic carpets, one's pay is above monetary value. And the teacher is rich who shares such valuable life-building experiences with the children in her classes.

## FREEDOM IN HIGH SCHOOL

W. C. McGinnis, Ph.D.<sup>1</sup>

Last year at the University of Vermont a form of student government and student participation in the administration of the university was inaugurated. Commenting on this a faculty member said, "After a hundred and fifty years democracy has come to the campus." It is more than three hundred years since the first secondary school was established in what is now the United States. Democracy has not yet come to the high schools.

A century ago the American public school system was founded. The purpose of the schools was to prepare the children for their responsibilities as adult men and women and as American citizens. This fact is none the less a fact because of the now generally accepted belief that the best preparation for good adult citizenship is the development of good day by day citizenship in boys and girls. In the early schools the recognized values of education were deferred values. In later years the schools have given recognition to present values in teaching and learning.

The old idea was that education is preparation for life. The new idea is that education is life as well as preparation for later life. Undoubtedly the educational philosophy that stressed the deferred values of learning did so at the expense of much that is immediately good in education. "Civics" was a school subject. It dealt with the machinery of government. Little if anything pertaining to good citizenship for boys and girls was taught. Today we recognize the principle of learning by doing and the importance of participation experience in any field of learning whether that field is medicine, farming, citizenship, or any other field of learning. But in the matter of citizenship we do very little in school except to talk about good citizenship and we allow the students to do little more than that. A fair indictment of the American high school is that it is totalitarian in the relationship existing between the school administration and the student body.

In order to be democratic a school does not have to have a system or organization

by which the students run the school. The United States is a representative democracy and has never been anything else. Democracy in high schools has been retarded rather than aided by an educational philosophy that has existed in our leading colleges and universities and particularly in our schools of education. This philosophy is a radical, left-wing, so-called progressive type of educational philosophy. It is not a democratic philosophy although its proponents label it democratic.

The traditional conservativeness of the high school is responsible for the slowness with which democracy in the school's administrative attitude toward students has been developed. This traditional conservatism has, in my opinion, in many cases been made stronger by the left-wing radicals in education who claim to be progressive educators and exponents of the philosophy of progressive education.

Truly progressive education is frequently placed at a disadvantage because of ill-advised statements by some of its advocates. Such statements as, "The real fads and frills are the three R's" and, "Subject matter mastery should not be considered important," made by self-styled Progressives, do not represent a progressive educational philosophy. But statements like these tend to make the high school people slow to adopt the good things in real progressive education.

Many Progressives would have us believe that we should consider schools "not as a means of training and instruction, but as places where the life energies of the children may be directed and where their souls may grow to fullest freedom." Do souls grow to a greater fullness because of the absence of instruction?

Joseph Lieberman says, "Take for instance the charge that children in progressive schools do as they please! We're guilty, but it doesn't depress us. We even wish that our environment, and our technique permitted our children to be still freer to do as they please." Outside of the dream school of ultra-Progressives there is no society in which people are free to do as they please.

William H. Kilpatrick once wrote:

<sup>1</sup>Superintendent of Schools, Perth Amboy, N. J.



"Progressive education, if it is worthy of the name, founds itself on the total learning effects, not on part only. It, therefore, stresses life experience, learning rightly under careful teacher guidance. Only thus can we hope to call into play all sides of personality. Only as the whole child is given all-round experience can we hope to build the richer and finer personalities that we all wish."

Doctor Hillegas said, "Because of her wider experience, her more mature judgment, and her greater wisdom, the teacher should be the one to decide in what direction the learning activity program of the group should go."

I find myself in entire agreement with these statements of Doctor Kilpatrick and Doctor Hillegas, and the more so because

of the teacher guidance expressions. Most high school teachers would not accept Lieberman's statement but would accept those of Kilpatrick and Hillegas.

Freedom is one of the grandest words formed by the lips of man. What do we mean by freedom? Freedom of the one? That is despotism. Freedom of the few? That is aristocracy. Freedom of each, unrestricted? That is anarchy. Freedom of the many? That is democracy, but freedom in democracy is freedom under authority of law; it is freedom in which the liberty of the individual is restricted by the rights of others. It is not a freedom in which the individual may do as he pleases. In most of the truly progressive schools which I have visited, there is evidence of "training and instruction" in a freedom that recog-

nizes the fact that every right of the individual has its corresponding obligation and duty to others.

The American secondary school in which the students are treated as personalities is the exception. The high school in which the students are encouraged or even allowed to contribute to the welfare of the school through purposeful participation in the administration of the school is a rarity. Liberty and freedom in a democracy depend upon the right kind of democracy. Democracy depends upon the right kind of freedom. There must be training and participation in the principles of democratic government in order to make our government and our democracy secure. High school students should have both training and participation.

## Homework—The Responsibility of the School Arville Wheeler<sup>1</sup>

The function of the school is the education of the child, although only a portion—sometimes a very small portion—of a child's education is acquired in the classroom. Education is acquired in the home, on the playground, at church, in the movies, or wherever a child's interests or circumstances may take him. However, the school, since it is the institution which is best equipped to supervise the establishment of correct habits, the acquisition of skills, and the development of appreciations, should assume the responsibility for planning the child's out-of-school activities which directly affect his in-school training.

The pros and cons of homework have been debated for many generations of teachers and pupils with no approach to unanimity of opinion. The most plausible arguments advocated by opponents of homework are that: (1) Parents will help pupils with their homework and, as a rule, most parents are very poor teachers. (2) Pupils "pick up" habits in doing homework that retard rather than enhance learning. (3) Pupils who have spent six hours in the classroom need the remainder of the day for play and recreation.

Any plan for homework should take these arguments into consideration. They are not without merit; nor are they to be disregarded. They are issues that must be met.

Some parents will help pupils with their work. It makes no difference to them whether the teacher has assigned homework or not; some work must be done at

home, if the pupil is to succeed in school. And, some parents will take the attitude that the education of the child is the sole responsibility of the school and that, therefore, they are not going to help the pupil do a job that the teacher is paid to help him do.

### Planned Homework

The only manner in which the teacher can meet this situation is to plan homework of such a nature that if the parents desire to help the pupil they may do so without in any way interfering with the habits the teacher is endeavoring to establish; and of such a nature that if the parents take a "hands off" attitude the pupil will be able to do the work without their help.

The second argument is met by planning a type of homework that will not interfere with the establishment of correct habits. Work which has to do with habit formation and work which requires careful and close supervision while it is being performed should be reserved for the classroom. There is an enormous amount of work, however, that even primary pupils may do at home which will speed up rather than retard learning.

The third argument is met, so far as elementary pupils are concerned, by planning a type of work that will give pleasure. Homework should be enjoyable. It should not be laborious, even for older children. Especially in the high school, the hardest and most difficult work should be done in the classroom. All pupils, however, are

capable of doing some work at home without any injustice to their health. The teacher needs only to provide the right kind of work.

In planning homework the teacher must never lose sight of the objectives of the grade level on which she is teaching. They will not be the same for the primary, the intermediate, and the high school levels. Homework, therefore, as well as classwork, cannot always be the same type of work on the different levels.

### The Primary Grades

Among the objectives of the primary grades is the acquisition of the primary adaptations in reading, handwriting, counting, use of the mother tongue, spelling, etc. The pupil learns how to read, how to spell, how to write, how to count, how to express himself. The emphasis is on the *how*. Later he uses the learnings thus acquired as tools by means of which he acquires an education.

It is important, therefore, that correct habits—good habits in reading, handwriting, spelling, and the use of the mother tongue—be established in the primary grades. The teacher, as the person responsible for the establishment of such habits, must plan the homework for the child in such a manner that whatever is done at home will speed rather than retard progress in the thing the pupil is endeavoring to learn.

Little homework need be done by the beginning pupil. But it is better to assume that some homework will be done with

<sup>1</sup>Superintendent of Schools, Ashland, Ky.

some children, whether the teacher desires it or not, and plan some homework for all children, thus controlling the type of homework that is done. In a measure such planned work will keep all pupils working toward the same end. It is valuable to plan such homework for them, especially because it prevents the parents carrying on questionable homework in their own way.

There is little, of course, that the beginner can do at home; for he has no tools with which to work. He does not know how to read, how to write, how to count. However, before he has advanced many weeks in the first grade, he will be able to carry a few ideas home to "play with" in the evening. He has learned some word games which he can play at home; he has learned to count objects; he has learned to write his name; he has learned to draw pictures; and to do many other things. He will want to make a display of his learnings before his parents. The teacher may now begin to plan for a few things to be done at home. She must plan the work carefully. If any reading is to be done at home, it must be of materials already read at school. If number work is to be done at home, it should be a continuation of work begun in the classroom. Whatever is done at home must first be introduced at school, so the pupil will know exactly what is to be done, and how it is to be done.

#### Second and Third Grades

By the time the pupil enters the second grade he has acquired the ability to do some reading. He should be encouraged to read widely. Supplementary books should be read at home; provided, of course, that the teacher checks them to see that they are not too difficult; that they are interesting; and that they meet the needs of the child.

The second-grade pupil has number work to do. Part of this work may be done at home. He has to learn to spell. Much of spelling may be done at home. The work must be carefully planned, however. Every "step" in every lesson and every detail in every "step" must be made clear to the pupil before he takes his work home. He must be able to read the directions for doing the work. The same thing applies to language work and any other work that is a part of the regular school program. All homework must be carefully planned by the teacher.

What has been said of homework in grades one and two may be applied to homework in grade three. The third-grade pupil, however, should be expected to do more homework than is done by pupils in grades one and two. He should read for information, to find out things, to make discoveries. His homework should be so planned that he will be able "to carry on under his own power."

#### The Intermediate Grades

The intermediate-grade pupil may be expected to do more homework than is done by the primary pupil; for he now has skills and tools with which to work and he is more mature physically. Too, he has more work to be done. The addition of geography, history, health and safety, science, and other subjects, perhaps, has been made to the list of subjects he studied in the primary grades.

It is important that the homework, as well as the classwork, of the intermediate pupil be well planned; for habits which were begun in the primary grades are matured, we are told by psychologists, on this level.

The intermediate-grade pupil should read widely in many fields of interest. Book reports—brief and concise, not lengthy—should be required. The most of this type of reading should be done in the home.

In mathematics, after the teacher has presented the unit or topic to be studied and the pupil has worked on it enough at school for the teacher to know that he understands how the problems are to be worked, some problems may be done at home.

Spelling may be studied just as efficiently at home as at school; provided, of course, that the introductory work, such as pronouncing the words, dividing them into syllables, using them in sentences, etc., has been done in the classroom and provided, too, that carefully prepared plans for studying the words are placed in the hands of the pupils.

Much work in other subjects may be done at home. The success or failure of homework in any subject depends upon the planning of the teacher. The teacher who plans homework carefully will find that it can be done satisfactorily; that it can be a pleasure; that it is not injurious to the health of the pupil; and that it helps rather than hinders the educational progress of the pupils.

#### Work on the High School Level

The high school pupil is matured sufficiently—mentally as well as physically—to be able to work at home just as efficiently as he works at school; provided, of course, that his homework is well planned.

Each subject-matter teacher should plan the type of homework that is most suitable for her particular subject. She should take into consideration the amount of time that can be devoted to homework; and she must bear in mind, always, that other teachers, too, are entitled to a portion of the pupil's out-of-school time. If all teachers required an hour of homework each day, the pupil's day would be long—much too long, in fact, for most pupils. How much homework is to be done will depend upon many

factors, the most important of which is the physical condition of the pupil.

Homework on the high school level, as on the lower-grade levels, should be pleasurable. It should be the type of work that pupils can and will want to do at home. Subject-matter teachers will not find it difficult to provide the right type of work. English teachers, for example, may require that books be read outside of class; foreign language teachers may require practice on pronunciation and oral reading; science teachers may require supplementary reading and the writing of reports on experiments performed in the laboratory; and mathematics teachers may require that some problems be worked at home. Each teacher in her own field will provide the type of homework that will best fit the needs of the pupil.

#### Conclusion

Homework is the responsibility of the school. It should be provided on all grade levels. The type of homework and the amount of time to be given to it will vary according to the grades and subject-matter taught as well as according to the physical and mental maturity of the pupils. It should be pleasurable; and it must be carefully planned, otherwise it will defeat the purpose it is intended to serve.

#### GRADE "A" CHILDREN

W. K. Streit<sup>1</sup>

Nations always become concerned about the fitness of their citizens in times of trouble. It does not seem to occur to them that health and a reasonable amount of vigor are as important for purposes of peace. The men who are examined for service turn out about as defective as they were when examined by the school physicians. In other words, what was "revealed" in 1940 was already known in 1930. Parents were informed of poor vision, defective hearing, decayed teeth, enlarged tonsils, etc., when their boys were in school, but at best, most of these conditions could only be partially treated or compensated for, and not removed. Is it strange that imperfect children will not develop into physically fit adults?

Many proposals made for national health are purely corrective and salvaging in character. Important as these are for those who are unfortunate and defective, the greater need is for prevention. We need to build a program that will give us a new generation, developed through vigorous outdoor life, guided by expert medical care, and interested in wholesome forms of recreation. We must concern ourselves nationally with children of school age if the health, physique, endurance, and vitality of our people are to be assured. This is the number one job of the public schools in wartime and peacetime.

<sup>1</sup>Director of Physical Education, Cincinnati Public Schools.



## The In-Service Training of Boards of Education

Norman E. Watson, Ph.D.<sup>1</sup>

Members of boards of education are variously referred to as "forgotten men and women of education" and "waste man power of education." They are sometimes accused of attempting to administer schools and probing into matters not within their provinces. Sometimes these accusations are true. To say that board members never administer is wishful thinking. They assist in devious ways in the administration of schools and do no harm whatever in the administering. If a board member forgets himself or herself to the extent of usurping the province of the trained specialist employed to administer the schools, then he or she is out of place.

If board members know what is expected of them and what is happening in the schools, they are able to do a much better job than if they are expected to meet monthly to rubber stamp the recommendations of the superintendent, pay the bills, and go home. Board members should know that their task is primarily that of deciding policy and the task of their superintendent is that of executing.

In order to determine how superintendents keep their board members informed about the schools and how new members are trained for their task this study was made. Communities of from 2500 to 25,000 population were studied in every state in the United States. The state of Illinois was completely covered, but all other states were sampled. Approximately 350 reports were tabulated and analyzed. In addition to these questionnaires, 22 cities in seven middle western states were visited.

This study shows conclusively the need for a more definite program for the education of school-board members in service. It shows considerable is being done and many promising practices and procedures have been and are being developed. But in too many places there is either a total lack of concerted effort on the part of the administrator or an indefinite and poorly planned program of in-service training that is evidently ineffectual.

While the majority of the cities studied are between 2500 and 25,000 in population, a few above 25,000 have been included. Questionnaires were sent out on the basis of the 1940 census, and some of the cities have recently grown beyond the 25,000 population. They were included in the study, however, for a particular reason. It was evident that the superintendents in

the majority of these larger cities were less sympathetic toward a program of interpretation for board members than superintendents in cities under 25,000 population. This would appear to be a significant fact in view of the statements in professional literature that it is the responsibility of the superintendent of schools to provide a program which will help educate the board of education.

All types of school systems were included in this study and all types of school organizations. The size of school studied varied sufficiently so that no particular size gave an abnormal amount of information to the study.

The size of school boards varied from 2 to 14 members, with 3, 5, 6, 7, and 9 member boards in the majority.

Superintendents of schools do confer with new board members about the work of the schools in a wide variety of subjects, although 16 per cent hold no conferences and over 12 per cent were indefinite as to the subjects or the topics of such conferences. Items considered of mutual importance in these conferences were all phases of the school system, board duties, board policies, and personnel.

School boards do attend local, county, and state school-board conventions. Very few ever attend national conventions. Approximately 50 per cent to 60 per cent of the schools reporting over the country send one, two, or three board members to local, county, and state conventions. A few send all members and a few urge board members to go on their own initiative. Values of such convention attendance seem to be contacts, perspective, enthusiasm, vision, the solution of common problems, and information regarding proposed school legislation.

Board members are fairly active, on the whole, in various community organizations but without any definite plan. Community bodies in which board members appear to be most interested are churches, community councils, civic bodies, educational organizations, Parent-Teacher Associations, and service clubs. Approximately 18 per cent of the administrators reporting over the country indicate that none of their board members attend other community organizations.

Board members are selected usually by popular election. In Illinois, although popular election is the legal procedure, this amounts to self-perpetuation in many places. Over the country, approximately

17 per cent of the board members appear to be appointed by the city government. Superintendents frequently expressed a preference for such board members.

Board members on the whole serve many years. In Illinois 10 to 41 per cent serve more than three years. Often their terms of service go on indefinitely. Over the nation, board members have served from 1 to 25 years and longer. This may indicate a splendid devotion to the service of the schools or it may indicate the fact that board members feel it necessary to serve a considerable time before they are acquainted with the work of the schools. Statements of board members visited indicate that they do feel it takes too long a time before they feel adjusted to board work.

Although some boards of education act as a committee of the whole, the findings of this study indicate that a vast array of standing committees is active. Approximately 21 per cent indicated no standing committees. Those standing committees most frequently mentioned are athletics, buildings and grounds, teachers, finance, health and recreation, insurance, purchasing, supplies, textbooks, and transportation.

One of the school activities in which board members most frequently participate is the commencement program. Apparently such commencement programs are not helpful in interpretation since two thirds of the administrators reporting feel that they have not been of service to board members. Board members, however, feel that they have been helped by such attendance and participation.

Motion and still pictures of the schools in action, although somewhat new in the history of school interpretation, are nevertheless being used more and more. Forty-three per cent of the administrators report the use of motion pictures and 55 per cent report the use of still pictures. These pictures are shown not only to board members, but to churches, civic groups, Parent-Teacher Associations, and service clubs. A few school systems definitely attempt to show such pictures to all community groups and a few make no attempt to show them to the community even when they have such pictures available.

Attendance at school activities in general seems to help the program of interpretation to board members. While 20 per cent of the administrators reporting over the nation feel that such attendance is of no importance, over half of them feel that this procedure is of vital importance to board members. Over half of the administrators reporting take board members to visit other school systems to inspect and compare them with their own school systems.

Board members seldom attend university classes for instruction in the work of the school board. This is due probably to the fact that very few such courses exist and

<sup>1</sup>Northbrook, Ill.

if they did exist, there is little indication at the present time that board members would attend them.

Board members should get acquainted with their school staffs. Where the staff is not too large, board members should know their staff members individually so that an understanding of mutual problems may develop. One third of the administrators reporting have attempted some kind of board-staff meeting. Some of these have been social and some business in nature.

Over 90 per cent of the administrators reporting have not attempted a definite training program for their board members. While about 7 per cent have such a program, the majority of school systems have no such program. While certain procedures are used in most communities, the findings of this study indicate that a definite training program is needed and does not now exist.

School needs are determined in most communities by the combined efforts of the faculty, administration, and board. These are usually determined by surveys of the community, sometimes made by lay groups and sometimes by professional groups.

Two thirds of the administrators reporting make use of their school publicity as an aid in interpretation to board members.

Board members do not make sufficient use of school and school-board literature. According to this study, three fourths of the school administrators reporting provide no books for board members and 23 per cent no periodicals. Very few professional books are listed and few periodicals other than the *AMERICAN SCHOOL BOARD JOURNAL*.

Ninety-one per cent of the administrators reporting do not suggest a reading program for board members. Where a reading program is suggested, over one half of the administrators feel that board members do read at least some of the material suggested. Board members report very little opportunity to judge the value of a definite reading program.

Although the literature advises written reports from the superintendent, the number who present written monthly reports is only slightly higher than those who make oral reports. Topics included in these monthly reports are in the majority of cases the activities of the month, agenda, attendance figures, financial statement, programs of departments, and needs and recommendations.

Three fourths of the superintendents reporting do present written annual reports, the principal topics of which are attendance and enrollment trends, the curriculum, finances, maintenance, educational summary, school activities, statistics, and recommendations.

Over 80 per cent of the administrators reporting present a monthly budget comparison to board members. Eighty-five per

cent have an annual audit which is available to board members. Sixty-two per cent have a bond register available.

Only 58 per cent of the superintendents reporting stated that copies of by-laws were available to each board member.

Approximately two thirds of all systems covered by this study do not send board members copies of the minutes each month.

Two thirds of the schools reporting do not have Policies Books.

Less than one fourth of all schools reporting send all special bulletins from the superintendent's office to board members. Fourteen per cent send none of them.

Various types of insurance reports are kept, ranging from mere files of the actual policies to careful and complete records. In the majority of cases these are available to board members at all times. A complete inventory of supplies and equipment is available in over 90 per cent of the schools reporting, although naturally this does not mean that every board member possesses a copy. Only 33 per cent of the board members have textbook lists provided for them, although in 20 per cent of the schools reporting boards actually approve textbooks in their systems.

This study finds that 85 per cent of all school systems reporting give their board members copies of the salary schedule.

Outstanding among interpretative procedures are monthly agenda, annual reports, board-staff meetings, community programs, discussions by the superintendent, monthly reports of the superintendent, personal contacts, reports to the board by teachers, special board meetings for educational problems, suggested readings, state school-board meetings, weekly bulletins of the superintendent, and visitation of their own and other school systems.

Superintendents feel that board training does help. Three fourths of them feel that the board is more interested because of such a program. Fourteen per cent, however, feel that no plan is possible.

Board members need instruction in the administration and organization of the schools, board duties, new educational objectives, practices and philosophies, building maintenance, the curriculum, finances, taxes, budgets, personnel problems, the needs of the school, purchasing, public relations, salary schedules, school law and legislation.

On the whole the reactions of board members compare favorably with the reactions of school administrators. They feel that board meetings for educational problems only are helpful; books and magazines about school-board work are desirable, although a definite reading program has not been widely used; they prefer oral monthly to written monthly reports of the superintendent; attendance at school-board conventions is helpful; written annual reports of the superintendents are preferable

to oral; the monthly budget comparison is successful as an interpretative measure; special bulletins, booklets, and research studies are fairly successful; minutes to each board member are successful although not sufficiently used; and the bond register is of value when available, as is a Policies Book.

Board members feel that attendance at all school activities has great value to them. Conferences with the superintendent are stressed as desirable. They feel it is helpful for them to have in their possession inventories of school equipment and supplies, population studies of the community, salary schedules, and copies of textbook lists. Board members should attend community meetings on educational problems. Pictures of the schools should be taken and shown to the community. Board-staff meetings should have wider usage. University short courses are valuable where they have been used, but 99 per cent of the board members reporting have had no experience with them. All types of school publicity are considered valuable. Staff and special bulletins of the superintendent should be sent to board members. Occasionally board members have received copies of faculty minutes and these have been helpful where used.

A definite educational program for board members is considered by board members as successful when used, although 65 per cent of those reporting feel that no such program has been available to them. In a survey of the issues of the *AMERICAN SCHOOL BOARD JOURNAL* for the past 15 years there are 278 areas in which experts suggest board members should have an active knowledge. Surely this indicates a real training program is desirable.

Methods and procedures found most valuable in this study for an in-service training program for school-board members are:

1. Conferences and discussions with the superintendent of schools.
2. Attendance at all types of community meetings.
3. Attendance at and membership in school-board associations.
4. Visitation of local and other school systems.
5. Use of school-board bookshelf with a definite reading program suggested by the superintendent of schools and staff.
6. Careful use of reports of superintendent; annual, monthly, special, financial, budget, insurance, salary schedule, etc.
7. Attendance at special board meetings to discuss educational problems only.
8. Board members demand copies of by-laws, monthly minutes, monthly agenda, all miscellaneous bulletins of the superintendent and make use of them.

The superintendent has a definite responsibility to the board of education for this program. Board members should expect it and make use of it. Not every instrument will work in every community. Each administrator must use those procedures and techniques which he finds suited to his



community and board. Some board members need more training than others. This is not condescension. It is due to the type of lay work from which the board member comes.

Board members must be allowed to contribute their lay experience to school-board work. Much dynamic experience and ability is overlooked on the part of board members. This lay experience must find a part to play in the work of the schools. Only

through a program of interpretation and in-service training will board members know how, when, and where they may make their maximum contribution.

Let us fire all school-board members; fire them with the knowledge that they understand the work of the schools, the personnel and program. Let us fire them with the desire to make a real contribution to the educational program of their communities.

## Why Not More Women Board Members?

Edna C. Lawrence<sup>1</sup>

Why make distinction in the personnel of any board of education, other than to demand someone with qualifications necessary for the particular place they are to fill? We have gone so far beyond the time of struggle for woman suffrage that it seems almost an insult to our better judgment to have to defend the female of the species when it comes to filling public or private office, be it elective or appointive.

Many private industrial firms have at least one woman member on their board of directors in order that they might always have the woman's angle. Where, I ask you, can the woman's angle be more important than in our educational system?

Schools are preparing our children to take their place in an adult world, preparing them to take responsibility as they are

able to assume it. Mothers begin this training at home and carry on with the help of the teachers until the child has attained an age where we say he is ready to go on for himself. Cannot mothers then be of vital importance to a school system through the board of education?

Women supply the more sensitive understanding of the needs of young people and never before has that understanding been needed more than today. The demoralizing influence of war and our increasing juvenile delinquency caused by broken homes, lack of parental influence because of fathers, and oftentimes mothers, working long hours, make it necessary that a closer bond of understanding be had between teacher and pupil. I feel that women are fitted by nature to be extremely conscious of this need and that women

board members can be very helpful in making plans for guiding our young people in school to be able to take their places later on.

We forget sometimes that by far the rank and file of teachers are women. Personnel problems among the teaching staff might in many cases be easier for superintendents and principals to solve by calling in women board members as consultants. There would be a little better sense of security especially on the part of women teachers. They should feel free to discuss their problems with a woman board member, secure in the knowledge that their problems would be understood.

Women should strive to give their very best on school boards and in so doing the time will come when any prejudice that may have existed against women board members will have been relegated to that same place where they keep memories of the struggle it took before girls were allowed to attend school and of the time college was unheard of for women.

I wish in no way to disparage the hard work and long periods of service that many capable men have given to schools all over the country, but I do feel that no board is complete without at least one or two women members who are qualified by education and experience to serve in that capacity.

Down through the years many other battles have been fought and won, and I firmly believe that the time will come when the personnel of school boards everywhere will be about evenly divided between men and women.



Board of Education, Ottumwa, Iowa

Standing, left to right: Walter McLain; Dr. Harry Wing; Mrs. Matt. Lawrence; Harold Wilson. Seated, left to right: Dr. G. W. Loerke, president; S. G. Rickard, vice-president; C. D. Evans; Ernest Manns; Frank W. Douma, superintendent.

# Business Department Practices in Large City Systems

Dr. L. E. Leipold<sup>1</sup>

Business management is a branch of city school administration that is constantly under public surveillance. Since school records are public records, there is a veritable army of "treasury watchdogs" who make it their concern to closely scrutinize the business practices of the public schools. In this article, practices in large school systems as they have been reported by principals and superintendents are discussed. The janitorial personnel are considered from the point of view of officials responsible for the hiring, placement, promotion, transfer, and dismissal of custodial help. Other phases of business practices treated are the selection of building substitutes, the responsibility for the performance of janitorial services, the requisitional procedures, the supplies and equipment inventories, the determination of allotments, special equipment needs, and the planning of budgetary procedures.

## Functions of Central Office

The initial hiring of janitors is a function that is performed by the central office in virtually all cities. It is assigned to the board of education in more systems than to any other officials, with the assistant superintendent and the superintendent next in line. Few principals have the power to initiate such hiring or to participate in any way in the performance of the function. This central office control of janitorial personnel is a defensible practice because it is necessary to establish city-wide standards essential to the smooth functioning of an intricate organization.

The placement of janitors is even more distinctly a function of the superintendent and the board of education than is their initial hiring. No principal has full or sole authority in the matter, and few participate in any way in the performance of the function. There is little difference in practice because of city size. Virtually the same situation exists in respect to the promotion of janitors. When professional advancement comes to them, it originates in the same officials who hired and placed them, though the special supervisor enters the picture to a somewhat greater degree than he does in the hiring or initial placing. The right of principals to initiate the promotion of janitors is greater than it is in respect to the previous functions, for almost one half of the superintendents state that their principals have this right although a ma-

jority of the principals are not in agreement. No principals have full authority in the performance of this function, and those who do participate, do so on a cooperative basis.

The transfer of janitors is similarly a function of the superintendent's office, the board of education, and the special supervisors. Only in isolated instances do principals claim this to be one of their prerogatives. The right of the principals to initiate the promotion of custodial help appears to be greater in the smaller cities than in cities of over a million population. A majority of school principals participate in no way in transferring janitors and when such participation does occur, it is done only on occasion and cooperatively.

The picture pertaining to the dismissal of janitors remains much the same as for the functions previously discussed. In a majority of school systems, dismissal is a duty of the board of education, though the superintendent, his assistant, or the special supervisor frequently have it delegated to them. Principals in many cases may initiate such dismissal, though apparently the local school heads use the power less frequently than superintendents assign it to them. The principal takes some part in almost one half of the dismissal cases, always in a cooperative role.

Contemporary practices concerning janitorial personnel are based upon sound administrative principles. The intricacies of a large city organization demand central office standardization of practices. It is desirable that janitors be hired, placed, promoted, transferred, or dismissed according to standards established on a city-wide basis. It is equally desirable that building principals cooperate in the performance of these functions, and that they frequently initiate such procedures. There is no official who is more strategically placed to judge the efficiency of a worker's service than the building principal. Central office officials will increase the effectiveness of these services if they place a fair share of responsibility on local building heads.

The function of selecting building substitutes is assigned to the superintendent's office, to the board of education, or to the special supervisors in virtually all cities. Many more principals than superintendents regard it as a function of the board of education. There is little difference in the practices of large and small cities. Few principals admit having initiatory power

in the matter, though a considerable number of superintendents delegate the right to initiate to them, a right that should be accepted by a greater number of principals.

## Principals Responsible for Supervision

While principals generally have little to say in regard to hiring, placing, promoting, transferring, or dismissing janitors, in at least one half of the schools, they are made responsible for the oversight of janitorial functions. This is especially true in cities of less than a million population. In relatively few schools are principals entirely lacking in the right to oversee the work of their custodial help. This right on the part of the principals must be accepted by central office officials, for the oversight of janitorial functions belongs properly in the local principal's office.

It is encouraging to note the extent to which principals participate in business practices affecting their schools. In almost one half of the schools the principals are made responsible for requisitional procedures. Other officials to whom this responsibility is delegated rather extensively are the superintendent and his assistant. In a majority of schools, the principal participates in the performance in some manner, but seldom does he have final or sole authority. The duty of keeping supplies and equipment inventories falls upon the principal more often than upon any other official, although the superintendents place the assistant superintendent in close proximity. Only one principal out of every four claims he has no authority whatever in the matter, while a number of them claim final authority, and a fourth of the superintendents are in agreement.

The determination of budgetary allotments presents a different picture. This function is scattered among various officials, although responsibility is centered in the office of the superintendent of schools. A majority of principals do not have initiatory rights in the matter, although more than one half of the superintendents state that the local heads do have this power. Similarly, a majority of principals say that they do not take part in the actual performance of the function, although only one superintendent out of every three denies them this right. It is apparent that more principals should accept this responsibility, for no one is in a better position to participate in determining building needs.

(Concluded on page 68)

<sup>1</sup>Principal, Nokomis Junior High School, Minneapolis, Minn.





Front view of the Washington Community High School, Washington, Illinois. — Smith, Kratz & Strong, Architects, Urbana, Illinois. Office of J. Fletcher Lankton (John N. Ziegele), Associate Architects, Peoria, Illinois.

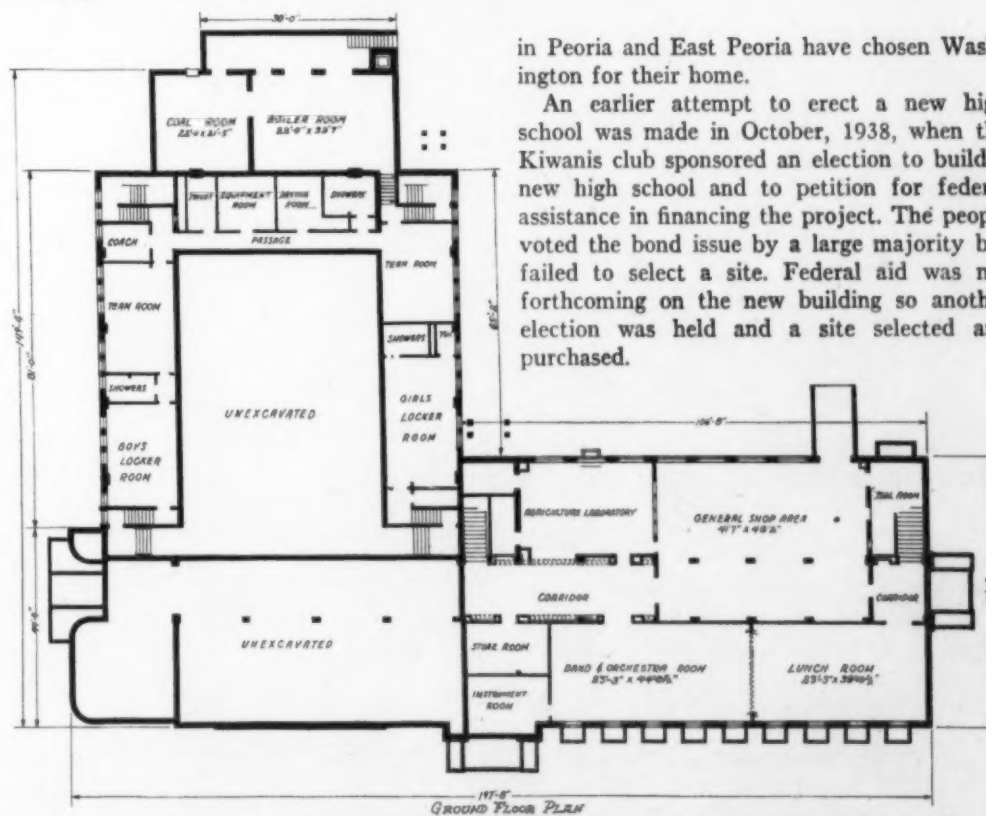
# Washington Community High School Washington, Illinois E. G. Kilby<sup>1</sup>

The evening of November 20, 1942, saw the culmination of what the people of Washington, Ill., and the surrounding community high school district had looked forward to for the previous five years. It was on that evening that the new Washington Community High School was dedicated and thrown open for public inspection for the first time.

Plans for the new high school were discussed a number of years ago when the people realized that the trend of the community was definitely toward a big increase as the employees of Caterpillar Tractor Company were moving to Washington and building homes. Several new subdivisions were opened, not only in Washington but in the township west of the city itself, and these new additions were responsible for the increase in enrollment in the public school system. Washington has always been considered an excellent residential place, and the business and social interests of the city have always been closely allied with those of Peoria. While Washington is in a different county, with the Illinois river constituting the boundary line between Peoria and Tazewell counties, many people employed

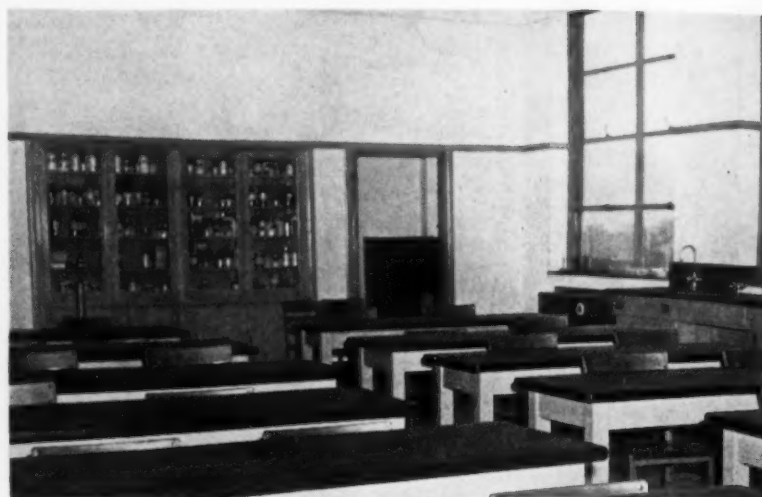
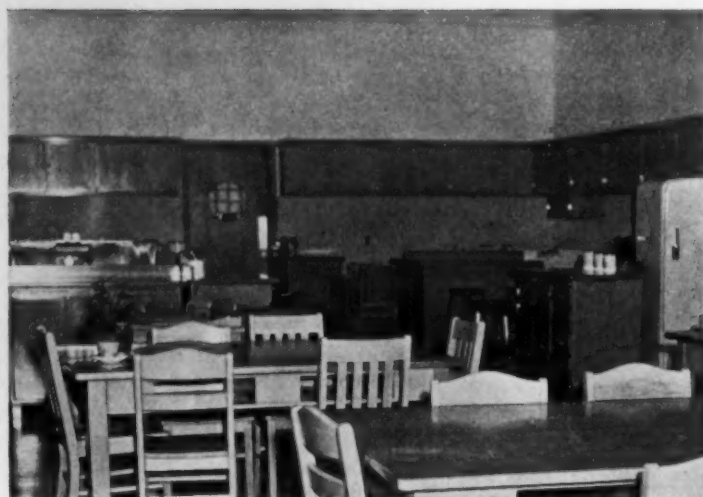
in Peoria and East Peoria have chosen Washington for their home.

An earlier attempt to erect a new high school was made in October, 1938, when the Kiwanis club sponsored an election to build a new high school and to petition for federal assistance in financing the project. The people voted the bond issue by a large majority but failed to select a site. Federal aid was not forthcoming on the new building so another election was held and a site selected and purchased.



Washington Community High School, Washington, Illinois.

<sup>1</sup>Editor of the Tazewell County Reporter, Washington, Ill.



Upper left: the home economics department is equipped for both sewing and cooking. Upper right: the laboratories are fully equipped for demonstrations and experimental work. Lower left: a typical corridor. Lower right: pupils from outlying farm areas are brought to the high school in the most modern type school buses.

Since the 1938 election was based on federal aid it was not thought wise for the board of education to go ahead with the building of a new school entirely from school funds because the board had made a pledge to the community that they would not proceed unless they did receive government help.

After a number of warnings from the University of Illinois and the North Central Association of Colleges that it was becoming increasingly impossible for the school to carry out an adequate program of education in the old school building, the Washington Community High school was given the ultimatum in the spring of 1940 that if they did not make different arrangements the school would be removed from the accredited list.

The following December the two boards of education met in joint session and it was decided to ask the voters to approve the issuance of bonds for the erection of a new high school. An election called for April 19, 1941, was carried by a large majority, and the bond issue in the amount of \$175,000 was quickly sold to Chicago bankers at an interest rate of 2 per cent. A study of the educational needs of the school in terms of building spaces—classrooms, workshops, auditorium, gymna-

sium, and other areas—had already been made by the school authorities. Plans were promptly drawn by Smith, Kratz & Strong of Urbana, and J. Fletcher Lankton of Peoria, and the legal work was taken care of by two local attorneys, Kenneth W. Black and Rae C. Heiple, of Washington.

The general contract on the building was awarded to Pere Anderson & Company of Chicago, and ground was broken for the basement and foundations on August 5, 1941. Work was carried on rapidly and on December 8, 1941, the cornerstone of the building was laid. All through the winter of 1941-42 work went ahead, and there was no letup due to the weather or the shortage of materials. As the work went into the war year 1942 it looked as if there might be some difficulty in the purchase of materials and equipment for the new school when and if it was completed. Foresight on the part of the school board and Principal Paul Crafton was manifest in the way they immediately went to work to order the furniture and equipment needed in the new building. Nearly all of the equipment was purchased months ahead of the completion and stored in the old grade school building and another building in the city. Even with the

action of the board at that time there were certain things that could not be obtained. But even with the shortage of a few things the school is complete and was opened for use in October, 1942. The contract was scheduled for completion in time for the opening in September, but labor troubles which held up the work for about six weeks in the latter part of the summer delayed the opening until October 12. Even then the walks were not completed and it was impossible to hold a formal dedication program until November 20.

As the visitor enters the new school from the wide walk at the west entrance he is amazed by the size of the building. Set back from Bondurant and Jefferson streets to such an extent that the size of the school is not realized until the main lobby is entered. This lobby and the entrances were so designed as to not only take care of the traffic of some 240 students comprising the present enrollment, but for an enrollment which may reach as high as 400 after the present war emergency is brought to a successful conclusion.

The flag pole placed on the tower of the center of the building breaks what otherwise might seem to be too much of "just another schoolhouse." As you pass through the doors

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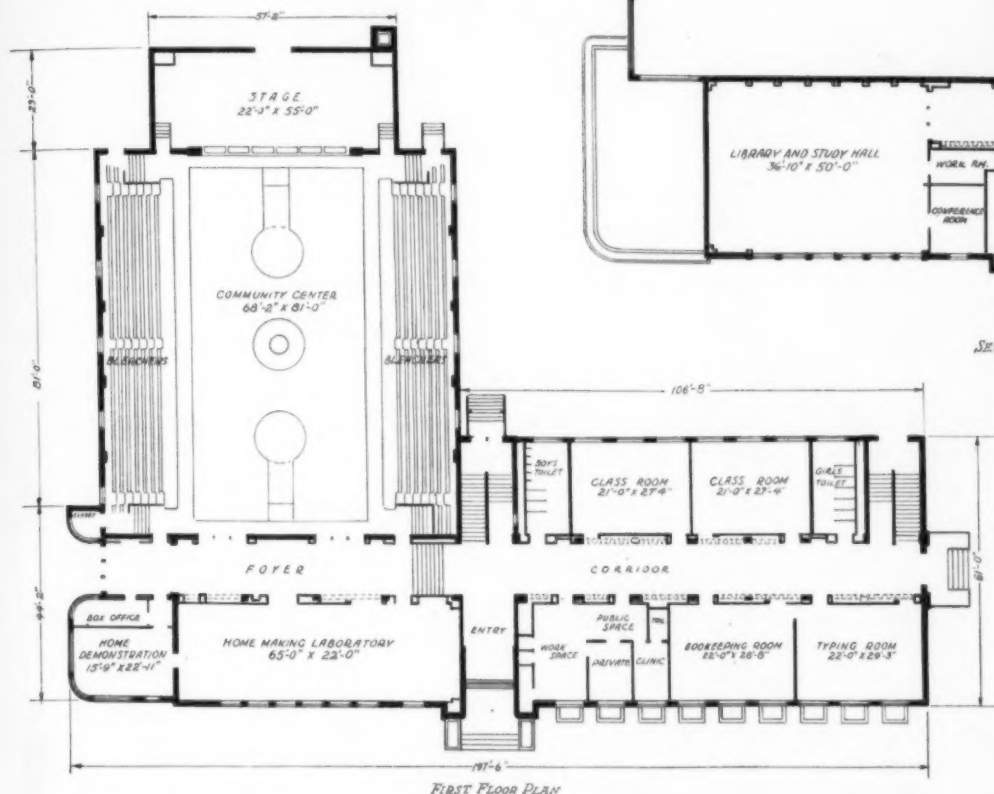
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you enter the hall which extends north and south, the south leading to the principal's office and a number of classrooms and the north leading to the well-equipped home-economics rooms and the beautiful gymnasium.

The office suite consists of a waiting room, a working space, and a private office. Adjacent is a clinic to be used for the accommodation of sick pupils and teachers.

The home-economics room has been equipped with the latest in equipment for instruction in homemaking. Adjacent is a home demonstration room where girls will gain experience in setting up model living, dining, and bedrooms and in serving teas and dinners.



Washington Community High School, Washington, Illinois. — Smith, Kratz & Strong, Architects, Urbana, Illinois. Office of J. Fletcher Lankton (John N. Ziegele), Associate Architects, Peoria, Illinois.

This room is given a modernistic touch with a curved wall and light admitted through glass blocks on two sides.

The gymnasium is the feature of the building as far as the basketball fans of the community are concerned. The gymnasium has a 42 by 80-foot basketball court, and permanent bleachers built in on both sides provide seating for 800 spectators. When bleachers are set up on the stage, well over 1000 spectators can be accommodated at games. The stage, situated at the east end of the gymnasium, is well equipped with a full set of curtains and accessories. Four large dressing and locker rooms for the use of physical education classes and athletic teams are located under the bleachers. In this general area may also be found a coach's room, three shower rooms, two toilet rooms, equipment room, and a drying room. In addition

to having a general shower room, the girls' physical education locker room is equipped with three individual showers.

The most striking unit on the top floor is the combined library-study hall. Natural illumination floods the room through full-length windows occupying the entire west wall. Built-in cases along the north and east walls accommodate the book collection. Students are seated at library tables for study. The seating capacity of the room is 120 students. Leading off from the library are two other rooms, one a librarian's workroom and the other a conference room for informal meetings of teachers and pupils.

The two laboratories, equipped with the latest in apparatus, are served by a supply room and a darkroom situated between them.

The industrial-arts department is housed in two rooms in the basement. There is a large

shop and adjacent to it a smaller room for drafting and classwork. A glass partition between the two permits one teacher to supervise both. A concrete ramp leads into the shop from the outside to permit easy handling of large machines, tools, and products of the boys' skill in shop practice.

Also in the basement are the music room and a lunchroom. About 125 pupils eat their noon lunches daily at the new school. The lunchroom also doubles for a noon-hour recreation room. Likewise, due to the fact that it can be darkened easily, it is used for a visual education room where movies are shown.

The commercial department, situated on the ground floor, consists of two adjoining rooms with a glass partition between. Five unspecialized classrooms provide meeting places for English, mathematics, and social-science instruction. There are boys' and girls' toilets on both the ground and second floors. Seven exits provide ready escape to the outside in case of emergency.

Forced heat and ventilation are provided throughout the building by Herman-Nelson motor-driven heating-ventilating units. Heat is thermostatically controlled and is held constant at 72 degrees.

Every feature of the building and equipment has been carefully integrated with all the rest so as to produce an educational environment conducive to good learning. Students are beginning to find out what an inspiration it is to study and work in adequate and pleasant surroundings laid out for their special benefit.

A broad educational program has been adopted for the new school and is entirely different from the rigidly inflexible, largely prescribed, narrow subject-matter offering of the traditional college preparatory course offered prior to the opening of the new building. Due to the proximity of industries in Peoria the industrial-arts department has become a very useful course in the curriculum of the school. Industries are in need of skilled men and the broad program offers an opportunity for the boy who does not have the opportunity to pursue his education in the higher institutions of learning. The same conditions apply to the girls in the new home-economics department where they will learn latest methods in the care and operation of a home.

In the new Washington Community high



Mr. Chris Vercler as he placed mortar at cornerstone laying, December 8, 1941. He is immediate past president of the board.

school students are required to take four years of English, practical mathematics, general science, U. S. history, and physical education. This program represents less than half of the total amount of credits needed for graduation. Students vary widely in their needs and interests as they progress through high school, and they are free to choose the balance of their courses from a large number of cultural, practical, vocational, and semivocational courses offered in the several departments of high school work. New type courses offered

include history and appreciation of music, commercial studies, conservation of natural resources, current social and economic problems, industrial arts, home economics, basic mathematics, band and chorus.

Washington Community high school offers 38 units of work leading toward graduation. Taking a normal course of four units per year it would take a student nine and one-half years to graduate if he completed every course included in the curriculum.

At the formal dedication on Friday, November 19, nearly 1000 people were present for the program and the inspection of the building. The program was held in the beautiful new gymnasium and the speaker of the evening was Otis Keeler, assistant state superintendent of public instruction. That the building is amply lighted was brought out in Mr. Keeler's remarks as he told of his inspection trip through the building and in every room his light meter showed more than that required by the state department of education.

Following the program the school was inspected by the public and not a word of disapproval was heard from anyone. Their whole attitude was one of "pride of ownership" and the fact that the school officials and Principal Paul Crafton had been able to complete such a fine building under conditions which have beset the building industry the past year. While the grounds have not been landscaped and the lawn has been covered with some 65 tons of scrap during the recent school scrap drive, they will be made into a place of beauty during the next year.

Ample ground for a football field, baseball diamond, etc., was purchased when the site of the new school was selected but because of the building operations during the past year they have not been completed.

Total cost of the new high school and equipment was slightly over \$200,000, and it was built in such a manner that additional units can be added to it if the building trend

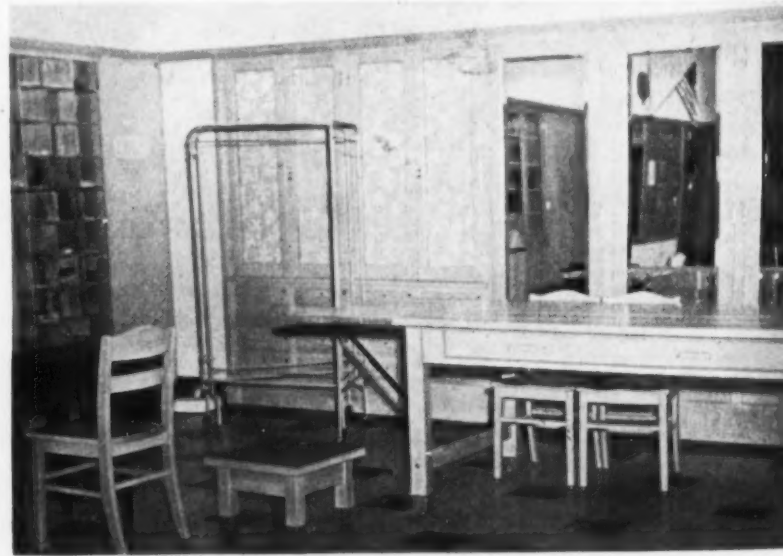


Mr. Paul M. Crafton, principal of the Washington Community High School, who was very active in securing equipment and in getting the school completed.

of the community reverts to the pre-Pearl Harbor tempo.

#### CONSTRUCTION AND EQUIPMENT DETAILS Community High School, Washington, Illinois

Exterior, *Ristokrat* mat gray brick and Indiana limestone. Roofing, poured gypsum on steel purlins. Windows, casement projected type. Floors, classroom, corridor and stair treads, *Tile Tex*; auditorium-gymnasium, maple. Folding partitions, *Horn*. Type of heating, vacuum steam, unit ventilators. Boilers, *Kewanee Type "C"*. Unit ventilators, *Herman Nelson*. Temperature control, *Johnson Service*. Convactor radiators and heating specialties, *C. A. Dunham Co.* Program clocks, *Standard Electric Time Co.* Flush valves, *Sloan*. Blackboards, *Slate*. Desks and chairs, *American Seating*. Cafeteria and luncheon tables, *Mitchell "Fold-O-Leg"*; chairs, *Clarin*. Laboratory furniture, *Kimball*.



Left: a sound-proof glass partition separates the bookkeeping and typing rooms. Right: the sewing room has complete equipment for teaching dressmaking.

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# Rules and Regulations—III

## Their Nature and Place in a System of School Administration

Jesse B. Sears\*

(Concluded from April issue)

### 6. Plan of Organization for the Book of Rules

The preceding discussion has attempted to indicate in general terms what a book of rules is for and what constitutes the proper subject matter of such an administrative instrument. The nature of this subject matter may be to some extent further clarified by a consideration of how it may best be organized. By organization the relative importance of the items is in part determined. What is to be supreme and what subordinate? Constitutions are superior to statutes and statutes take precedence over ordinances or rules. The state is superior to any of its agencies and the school is such an agency. In a code of law or a set of rules there are similarly some over-all policies or plans or principles of procedure that are particularized for more specific use in establishing separate parts or details of the control system. The function of organization is to assist in making the meaning of the subject matter clear and as quickly available as possible. It is conceivable that these two functions, clarity of meaning and accessibility, might conflict.

Clarity of meaning is determined in part by choice of words, by sentence structure, and by paragraphing. In part, however, it is a question of grouping and arranging the substance of the rules; that is, a question of the logic by which miscellanies (the separate rules or divisions of rules) are unified. It is this logic, this controlling principle that makes it a rule book, or better, a code of rules, rather than a mere list or collection of separate and independent rules.

Availability is obviously a matter of clarity of meaning, but meaning is more quickly available to me if besides being clear in word, phrase, sentence, paragraph, and chapter, the basis of classification is fitted to the uses I want to make of it. If I wish to know my duties it would be easy to find them when they are segregated and given a title such as I would normally look for. A school principal would normally look for *duties of principals* or for *school principals*. If instead of being so segregated the list of his duties were scattered through a half dozen sections, he would have trouble or at least delay in finding them.

Available must mean available to someone. In this case the someone would be the people who use the rule book—the board, the administrative staff, the teachers, the janitors, the business firms with whom the schools deal, the parents, voters, and taxpayers, the universities to which students are sent, students of school administration, lawyers, and judges, and so on to the chance browser in the library. The interests of these people vary so much that no one plan of organization could please all.<sup>10</sup> Accordingly the audience addressed must be decided upon before the rules can be suitably arranged for use.

Since in preceding paragraphs *clarity* refers to the nature and purposes of the thing to be made clear (the rules), and *availability* means available for use by those who are to use the rules, then clarity of the plan of school government to the people who will use; e.g., govern by, the plan would seem to suggest the most useful basis of organization for the rules.

### Five Classifications of Rules

Rules could be classified under any of the following categories:

1. On the basis of the function to be performed, as legislative,

administrative, supervisory, health care, instructional, plant operation, accounting, guidance, research, etc.

2. On the basis of the division of the administrative organization, as board, central office, secondary division, individual school, department of a school, etc.

3. On the basis of individual officers or groups of officers, as duties of board, of president of board, of secretary or clerk of board, of superintendent, of assistant superintendent, of principal, of teacher, head engineer, etc.

4. On the basis of educational ends to be served, which would parallel number 1 above but refer to the educational objectives rather than to the processes by which those ends would be attained. Though possible this would provide many cleavages in responsibility that in fact would be harmful because most of the services have several objectives. Inspection, supervision or care, treatment, instruction, feeding, and even policing are aspects of the health service. So if such a basis were used it inevitably would be little different from number 1 except in names of the offices established.

5. On the basis of the housing arrangement, as the various officers and employees of the administration building, and similarly for each school.

If one considers why the last two of these five possible bases seem absurd, the answer is, they are logical enough but impractical. They are impractical partly because of established usages, habits, traditions, and nomenclature, and partly because by such an arrangement it would be difficult to use the rule book for quick reference. One could not turn quickly to the answer to questions on organization, duties and responsibilities, ends to be served, policies covering special services, or the procedures set up for co-ordination of effort.

### Divisions of Rule Book

It would require little examination of the first three of the above bases to convince a board member that the ends, clarity of meaning, and facility in consulting, could be served by any one of them or possibly by a combination of them. To use number 1, for instance, the rule book would be divided into chapters or divisions or articles, each unit being entitled a function—such as legislation or supervision. Legislation is the business of the board and superintendent and other officers as needed. The question is which is better as a title, legislation, board of education, or duties of the board (bases 1, 2, and 3 respectively). Any one of these would rather readily occur as a cue for one looking for information in this field. Which is better from the standpoint of clarity, that is, from the standpoint of building up the right concept of the school system in the minds of those who need to have a clear conception of the whole in order that they may contribute their own parts more intelligently? Surely, the object is to make clear the purposes, the functions, the machinery, and the processes by which the functions are performed. It is widening the cleavage between board and staff unduly for the latter to get the impression that it has nothing to do with the boards' major task of legislation. It is more in line with sound management to bring board and staff duties together where they belong together, viz., in the process of developing policies and plans. True, the board only can enact legislation, but true, also, no board can, by itself alone, develop the needed legislation. For titles to a section governing this feature of school administration there may be little choice, but what there is seems to favor the functional basis.

What is true of this service is equally true of most others. Instead of health department a better title is health service; instead of guidance division or directors of guidance the emphasis should be

\*Stanford University.

<sup>10</sup>This consideration is concerned with the organization of subject matter alone, as such, and not with matter of style or format or type or margins, or sideheads or footnotes or cross references or paragraph numbering, or abbreviations and the like.

upon guidance service. The point made above that it is better to focus attention upon services and the functions by which the services are produced rather than upon the pattern of machinery used or the officials in authority should be reiterated here.

This brings up the question of basis number 3 above, suggesting a collection of separate lists of duties of officers. It is true that employees will often desire to review their official duties. If in doing this, however, one gets his mind on himself, his rights or the rights of his office, he will very surely move away from one of the most basic elements to be conserved by rules, viz., that of co-ordinating his efforts with those of his colleagues. The object of rules is to unify effort to chosen ends. Rules that are built around offices or officers, or even persons, as has been done, tend to destroy co-ordination and to stimulate the tendency for officers to regard the rights of their offices as their own personal rights. This provides the best possible foundation for the development of jealousies and inco-ordination.

#### Functional Grouping of Rules

This line of reasoning leads to the conclusion that rules can best be grouped under the functions they are meant to define and direct. There is a difficulty in this, however, which is readily seen as one considers how important it is for the rules to establish organization throughout the system. The administrative organization, the organization of program, and of plant facilities must be given a status that clearly establishes and directs the flow of authority throughout the system. Without authority rules would still serve the large purpose of defining purpose and directing procedures, but on a voluntary or professional basis alone such rules would break down under strain. Strain is inevitable in an enterprise as changing as education has to be. To safeguard and harness authority for proper use it must be fixed in rules and not left to run wild or to flow along personal lines, as it will do if no official channels are provided for it.

So far reference has been to the major divisions of a book of rules and but one departure has been proposed for a classification based upon other than functions. This one is organization. Organizing service is a part of administration and is assumed to be included there. But for obvious reasons the organization itself has to exist in definite form and for that a major division of the rules is proposed. To provide suitable regulations for the various separate services will require that in many of the chapters of a rule book a subsection will have to do this same thing for the service in question. Organization of board for legislative service, of health department for health service, of an individual school or type of school for school management, are illustrations.<sup>10</sup>

#### 7. The Use of a Book of Rules and Regulations

Care in determining the proper subject matter for a rule book or in organizing its content can be important only if in reality the book is used by those who run the schools. On this question a point or two may be noted. Rules are supposed to cause some things to be done and to prevent other things from being done. It causes some chosen things to be done by making clear the purpose, the guiding policies, the machinery, often the procedures and the means; it indicates where the responsibility for doing them rests and often provides a basis for evaluating performance. It prevents some other things from being done by providing such positive authority, responsibility, and directions, rather than by a list of don'ts.

Some specific uses of a rule book must exist in the minds of board and staff members. Effort to achieve those purposes must be made, otherwise the rules will soon be one more dust-covered object on a back shelf. A board should use its rule book:

1. As an authoritative guide to regulate the conduct of its own business
2. As a basis for classifying and understanding questions brought before it
3. As a criterion or authoritative basis for decisions on cases

<sup>10</sup>In the author's *City School Administrative Controls*, Chapter IV offers a set of regulations for a hypothetical large city which represents one attempt to apply this concept of organizations of rules, *op. cit.*

4. As a basis for assigning responsibilities, for judging the effectiveness of its policies, and for evaluating the services of its employees

5. As a means of keeping its practices in line with legal requirements and as a basis and directions by which business firms and the public generally may contact the board.

A superintendent would use the rule book:

1. As the official outline of the project he is to direct
2. As a set of general directions by which he is expected to carry on the management of the system
3. As a set of channels through which he is able to direct the flow of business and the efforts of his staff
4. As a basis for decision of administrative questions and by which he may locate responsibility for what goes on in the system
5. As a body of principles, expressed as policies, plans, and procedures, through which the goals and the guiding philosophy of the school system are made available to all concerned
6. As a guidebook of information to all as to how to contact the schools and especially to employees as to how to work together.

A teacher would use the rule book:

1. As an expression of the educational philosophy and theory upon which the objectives, programs, and processes of the schools are to rest and as the general basis upon which to decide questions in the absence of more specific directions
2. As a scheme of division of labor through which the teacher's work and the teacher's relationships may be clearly seen
3. As a guidebook by which to approach any part of the system or to carry any question to the proper place in the system for an answer.

#### Familiarity With and Attitudes Toward Rules

One could enlarge these analyses, at least in their details. As samples they may serve to show that every person in the system has good reason to become familiar with the rule book as a whole as well as in its parts that define his own duties. To develop such a live and positive place for the rule book in the practical daily work of the staff some effort is necessary because of traditions. Rule books are often thought of not at all until trouble arises. Often the attitude toward rules is entirely negative, rules being thought of as laws, as restraints, as something to avoid unnecessary contact with. They are too seldom the medium for all the things proposed for them above. They are thought of as cold, impersonal, hard, and certainly as uninspiring. At times they are phrased in legalistic language, which, to the layman, is always forbidding and hard to read. Rules should be definite enough in language so that their intent is clear but for this few legal words or phrasings will be needed. Although some technical words, technical for the field of education, will be desirable, there is no place for vague, new-fangled words for which a definite meaning has not yet been developed.

One way to gain the high place here proposed for the rule book, to develop the desired attitudes and its continuous use by all for the purposes set forth, is to have it developed by those who are to use it. One is always most interested in his own creations. Also, a rule book must be continuously referred to as the guide to action and as the basis by which each can judge his own work. No rule book will work by itself. A law doesn't administer itself, nor does a guidebook in the pocket or suitcase keep one on the right road or take him to see the choice sights. The book must stand as a formal expression of a working method that is in constant use as the personal possession of individuals. A rule book properly conceived and properly developed can do much to establish a common educational philosophy, right attitudes toward educational planning, and suitable work habits for co-ordinating effort throughout the system.

If in instructing a child you are vexed with it for a want of adroitness, try, if you have never tried before, to write with your left hand, and then remember that a child is all left hand. — BOYER.

Education, for us, means the development of an efficient and rightly integrated personality, able to adjust itself to the world in which it lives and to the ultimate spiritual forces that lie behind it. — J. H. B. MASTERMAN.

To write down what you know is the surest way to the discovery that you do not know much. — J. H. B. MASTERMAN.



# School Bus Routing, Now and After

Edwin A. Juckett<sup>1</sup>

The war, with its tremendous demands on available transportation facilities, has served to emphasize the importance of careful and scientific bus routing. Many principles laid down by state and federal orders have been in operation in school districts previous to the present emergency, and for that reason the new rules, as they are applied to the schools, will not be entirely foreign to school administrators. As a matter of fact, some of the rules may strengthen the hand of the administrators in setting up routes that were previously blocked by local customs or prejudices. On the other hand, schoolmen may feel that certain rules are injurious to pupil health; and this feeling is hard to take at a time that breweries and other seemingly nonessential industries "keep 'em rolling." But two factors enter here: schoolmen don't know "all the answers," and it is the enemy, and not our own government officials, that is responsible for many of these distasteful decisions. Therefore, because of the present emergency in transportation, and because school buses must be kept in operation during the war and during the retooling period that will follow, it becomes necessary to consider effective and workable principles for the efficient routing of school buses in rural areas. Unbiased observers have already complimented the schools on their magnificent wartime job, and the transportation of 4,000,000 school children is another task in which further contributions to the national war effort may be made.

If an effective transportation system is to be maintained, a first essential is an up-to-date map of the area to be served. Most districts have maps, but it is possible that some need revision, particularly during this period of shifting population and changing orders. This map should show:

1. Roads, by type
2. Stops
3. School Population
4. Distances
5. Schoolhouses
6. District Boundaries

Such a map will save many hours (and also gas, oil, parts, and rubber) in needless traveling about the district to check routes, roads, number of passengers, stops, etc. However, a stranger in a district should "get the feel" of the territory by going over routes at least once; a 20 per cent grade where zero winter winds fill the roadway like the proverbial tick just doesn't look the same to the harassed bus driver as to the administrator sitting in the office.

The map should be the work-sheet type with plenty of space, and local conditions and dis-

stances will determine the necessary size. A thickly populated area would require a larger map and conversely a sparsely settled area could be mapped in smaller space. However, there must be enough room to mark the necessary roads, stops, schoolhouses, and to place data on school population. Colored pins (one for elementary, one for secondary, or other divisions dictated by local needs) may be used to designate school population; and for congested areas small pieces of paper may be used with the pins, the actual number of children being indicated on the papers. After the map is made the next difficult job is the survey of school population, and for this task good help may be secured from selected students, from district residents, from the school census, from the school nurse, from the attendance supervisor, and possibly from individual questionnaires if school is in session. When data on roads, stops, population, and schoolhouses are placed on a scale map the preliminary steps to routing have been taken.

When the map-making project is completed, the school administrator should collect and become thoroughly familiar with the policies that dictate the planning of the routes. In normal times, these policies would be set by local and state authorities. But at the present time the orders of State War Councils and the Office of Defense Transportation must also be followed. These former orders, which have the force of law, may change from time to time and consequently it is the duty of the administrator to keep in constant touch with the order-making bodies, as failure to do so would result in the loss of the district's Certificate of War Necessity, which today controls bus use. In regard to these war orders, schoolmen should be real leaders in the field of bus conservation, rather than adopting the complacent attitude of "getting away with it if I can"; a "to hell" policy has no place in school administration.

Local conditions will dictate policies, but the following 15 principles, tailored to local conditions, are workable and effective.

## 1. Walking distances.

- a) Two miles for secondary pupils if walking directly to school.
- b) One and one half miles for elementary pupils if walking directly to school.
- c) One mile for pupils walking to a bus stop.

These longer walking distances may be set by ODT orders on a country-wide basis. Geographical and weather conditions vary greatly within the continental United States, and for that reason it is the writer's opinion that there will be logical grounds for objections in some sections, based on the injurious effects that might accrue to the health of the

nation's children. In other cases there might be traffic hazards where children are obliged to walk on a trunk highway, but this hazard is rather thoroughly eliminated by gas, tire, and speed restrictions. In still other cases, there might be the hazard of sex perverts intercepting children between home and school: this is mentioned because it has happened in the writer's district, which is located adjacent to a city. Needless to say, such incidents are very bad, and could be very dangerous. In normal times these and other problems could be settled by local and state school authorities, but at the present time it is the school administrator's duty to bring them to the attention of the war bodies whose duty it is to supervise and control school transportation.

## 2. Bus stops.

- a) Should be kept at a minimum and at least  $\frac{1}{8}$  mile apart.
- b) Should be so planned that the bus driver can have a full view of all traffic on the road.
- c) Should be so planned that hazards do not exist (curves, icy hills, blind traffic spots, etc.).
- d) Should be planned for level spots, as stops on hills require use of brakes or straining of motor and parts.

## 3. Single, or dual and multiple routing.

- a) This policy affects the time of school sessions, as dual and multiple routing will require that school hours be staggered.
- b) As a war measure, some districts will have to alter school hours: (1) because of the necessity of operating school buses for the transportation of warworkers, or (2) to use the same buses which operate in an adjoining district, or (3) to fit the available transportation facilities into an area pattern of staggered hours designed to level peaks of overloaded common carrier buses.

Dual or multiple routing is highly desirable at the present time as equipment and man power may thus be released for the war effort. It is also desirable in normal times, as district budgets may thus be relieved of unnecessary transportation costs. It may also contribute to a more effective educational program by providing a longer day for the secondary group, thus making possible such accepted practices as the directed study system and a more complete cocurricular or activity program. It may also provide a shorter day for the elementary child, thus answering one of the loudest arguments against the consolidated or centralized school plan. Dual routing will also make it possible to transport elementary and secondary children on separate trips, and this practice works

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As a war measure, essential transportation must be maintained at maximum efficiency. (Wayne Works, Photo.)

more satisfactorily than that of transporting all ages on the same bus.

It is possible that local conditions in some districts would prevent the dual routing plan, but it is the duty of the school administrator to make a thorough study of its possibilities.

The transportation of warworkers on school buses may become nationwide, and any district confronted with the problem must work it out along local lines, taking into consideration both the educational welfare of the children and the national and local needs for such transportation.

**4. Amount of time spent by pupils in traveling to and from school.**

- a) Many districts have limited the amount of time on buses to one hour per trip, and if at all possible this is a good rule to follow.

If the school day is approximately six hours long, and a child spends an additional two hours on the road, thus making his gross school day  $\frac{3}{4}$  instruction and  $\frac{1}{4}$  travel, it is logical to assume that the saturation point is being reached. The questions of health and recreational time make this policy an important one.

**5. Storage plans.**

- a) An attempt should be made to eliminate dead-head mileage by storing buses at the ends of routes at night, and at the schools during the day.

This policy will bring its related problems. How will the bus drivers get home? Or what will the bus drivers do during the day? Is it wise to leave a bus outside during the 6-hour school day in zero weather? These are problems that must be answered by available local conditions, which will vary greatly throughout the country.

**6. As a war measure, the elimination of all services except the transportation of each child to and from school once daily.**

- a) This will eliminate noon trips for lunch, kindergarten noon trips, late

bus routes, excursions, field trips, athletic trips, band trips, etc.

Regardless of the educational value of such trips, they are eliminated by ODT orders until such time as the orders may be revoked. And the orders should be followed, without chiseling or evasion. When the time again arrives that schools may run a normal program, it will be the prerogative of local and state authorities to adopt policies on these practices, most of which make a large contribution to the educational life of the child.

**7. Timetables.**

- a) A definite time schedule, designed to allow time for stops and safe driving, should be prepared and maintained on each route.

In the writer's opinion, these time schedules should be planned for conditions existing during the major part of the school year, and not for the extraordinary day. On this basis, buses may be late a few times, but during the big proportion of the year, time is saved for children. Another plan would set up two schedules: one for normal driving conditions, and a second one to be used during the bad months. But whatever the plan, the time schedule should be followed closely, so that children will know exactly when to board the bus. The practice of waiting for stragglers, thus throwing the bus off schedule, should be distinctly discouraged. And in the dual or multiple routing system, the practice of "getting the second bus if I miss the first" should also be discouraged, as it leads to overcrowding. In this system, children should be instructed on the definite time and definite stop of the bus that serves them.

**8. Cooperation with local road authorities.**

- a) Town or county authorities in charge of road maintenance should have information on all bus routes and time schedules.
- b) These road authorities should also understand the importance of the

transportation system to the proper functioning of the schools.

Local road authorities may contribute to the functioning of the system by: cutting out overhanging limbs and branches, adopting long-time plans for resurfacing, elimination of hazards, early snow removal or sanding on bus routes. These officials can help immeasurably, and deserve both oral and written commendation when a good job has been performed. A congratulatory letter addressed to the local town or county board at the end of the school year is a practice that will "pay dividends."

**9. In any given area the local transportation system should be checked by an intermediate or state official who has an over-all view of systems in adjoining districts.**

- a) This policy will prevent overlapping or duplication of routes.

**10. Allocation of buses to routes.**

- a) Available equipment should be used to capacity. Most states have safety rules that regulate the number of standees, and it is the duty of the schools to administer the existing laws for the safety of the children.
- b) Road surfaces and contours dictate the use of equipment in many areas. At this time or any time, it is poor policy to "tear a bus apart" on a route for which it is not adapted. Lighter equipment of the pleasure car type for a portion of the year is usually the answer.
- c) Feeder routes may save heavy equipment; but their use, in normal times, must be considered in the light of constant and variable costs. It is possible to set up a system of feeder routes that, while convenient for the residents, is too expensive to be justified.

**11. Shoestring v. loop routes.**

- a) In the writer's opinion, the shoestring route saves mileage and added hours of pupil travel. However, local conditions sometimes dictate the adoption of the loop route.

When loop routes are unavoidable, school administrators should consider the possibility of equalizing travel time through the year. Perhaps the route could be reversed each semester, so that the same children would not have to take the long trip throughout the year; or perhaps the first ones to board the bus in the morning might be the first ones to be discharged at night.

**12. Express and local runs.**

- a) When possible, dual routes should be planned so that a bus can make one stop, load to capacity, and continue "express" to the school. This may be accomplished in fairly congested areas by requiring pupils to walk a few additional blocks. Naturally, this method saves time, and strain on equipment. Other trips from the same area, or between that area and the school, can be scheduled as "local" runs with as many stops as are necessary.

**13. Use of private contract, common carrier, or district-owned equipment.**



- a) District-owned equipment is more advantageous to bus routing as the administration has a free hand to change schedules as conditions change. Flexibility is insured, whereas contracts and public service rulings are involved with other methods. However, during present war conditions, common carriers should be used where their services are available and adequate to the district's needs.

#### 14. Establishment of fixed routes and stops.

- a) If this is done, new homemakers in any given area will be aware of school transportation facilities when buying or renting property. This policy saves bickering, petitions, and protests, particularly at the beginning of the school year.
- b) This will also allow local government officials to plan for improved highways on school-bus routes; and this will be done much more

readily if local officials feel confident that routes will not change from year to year.

#### 15. Naming the school to be attended by children of a given area.

- a) This policy would usually be formed on the availability of educational facilities, but during the war the problem of available transportation facilities must be considered.

It is possible that it may become necessary to reopen schools that have been closed, or to establish branch schools, or to ignore district boundaries. But in normal times, or war times, bus routing is affected. However, if definite service areas are named, it will save possible appeals to "go to the other school because Jack's friends go there," or other similar cases.

During the past decade equal educational opportunities have been extended to rural children through the consolidation of school districts and the maintenance of school bus

routes. Now the present emergency threatens to undo much that has been accomplished for rural youth. For it is certain that no new buses are available for school use, it is certain that present equipment must last for the duration and beyond, it is certain that much of this equipment may also have to be used to transport warworkers, it is certain that bus and truck tires cannot now be made from reclaimed or synthetic rubber, it is certain that other wearing parts must be made from critical materials. These conditions demand prompt and effective action to insure the basic educational lives of 4,000,000 American children, and school officials must meet the challenge. Proper school bus routing is only one method of meeting the challenge, but it is a very important one. There will be grumblings, and possibly a few roars, but combined with all our other war efforts, it will be a small price to pay for the preservation of our American life.

## Planting the Schoolyard—III

C. P. Holway<sup>1</sup>

In the first and second of three articles on landscaping the schoolyard—"planting for completion"—the author discussed the common objections to ornamental planting and suggested ways and means of choosing tree and shrub varieties. In this last article of the series he takes up the question of other plants and the "dollar-and-cents" and inspirational values of well-planted school grounds.

In the matter of flowers for the schoolyard, our best recommendation is to accept the suggestions and advice of the nurseryman. He

will know what varieties will thrive, how self-reliant they are, and when they bloom. Certainly, unless the school actually employs a gardener, annual flowers are not to be thought of, and only hardy perennials planted. In my opinion they should be flowers that bloom early in the year (tulips and other spring bulbs, iris, peonies, for instance) or late in the season (such as chrysanthemums). Wider selections are of course possible in the south and far west.

If the yard contains spots of dense shade where grass or flowers will not grow, or if grading has resulted in banks on which grass growing is a difficult problem, look into the possibilities offered by ground

<sup>1</sup>Parts I and II of this paper appeared respectively in the January and March issues.



The Manual Arts High School, Los Angeles, faces an open court, largely of lawn, with mixed shrubs and flowers in the foundation planting and walk-center bed, and with palms as accents.



An informal foundation planting of sumac, barberry, and other shrubs gives this entrance-way to the Cole Junior High School, Denver, a friendly appearance and serves to link the building to the land.

covers — low, creeping foliage plants that create a dense green mat. Some varieties flower, such as Bowles' myrtle. Spurge is the only plant that will thrive under pine trees. Creeping thyme is excellent for the north.

Before Boston ivy is planted about a stone or brick building, look at some of the other vines to be had. Not too far north, true English ivy is unexcelled and is perhaps the highest grower. Less hardy but better is Baltic ivy. For vines with brilliant flower displays, there are oriental bittersweet, climbing hydrangea, honeysuckle, the several wistarias, and the many clematis.

The southern third of the United States, portions of the Atlantic coast south from New York, and a large part of the west coast have a climate that permits the growing of plants generally unknown, except in greenhouses, to the remainder of the country. The "deep" south — including a band along the coast of the Carolinas, portions of central California, and in general all places south of a line between Charleston, S. C., and El Paso — adds a number of more tropical plants exclusive to this warm region.

With some exceptions, the varieties I have thus far named will grow in these warmer regions. But here the magnolia, both deciduous and evergreen, really comes into its own, and we can add, among others, the native tupelo or black gum and the pepper tree. Among the shrubs, there is the azalea, much more at home in the south, in a dazzling array of colors; senna from Argentina; bluebeard; desert willow from Mexico; Chinese silkworm tree; the rare Gordonia (Franklinia), rose of Sharon (shrub althea); the several shrub jasmines; crape myrtle; pomegranate.

To the list of large conifers add the deodar of India, Arizona cypress, California incense cedar, cluster pine, and the drooping "fir" of India (actually a pine).

In the broadleaf evergreen family the south has an array of beautiful plants which the north cannot equal. Just a few of these are the gold-dust tree, the indica azaleas, Chinese boxwood, carpenteria, the large and various families of camellias and magnolias, camphor tree, pineapple guava, banana shrub, heavenly bamboo, oleander, olive, evergreen oaks, rosemary, tea plant, several palms, and, not to be forgotten these days, "the biggest aspidistra in the world."

The deep south has vines that northerners do not dare even dream about, including the yellow star jasmine, crimson lake bougainvillea, climbing oleaster, and Henderson's allamanda.

Whatever the kinds and varieties chosen, and in whatever quantity, for all sections of the country, nothing is ever gained from purchasing and planting cheap or bargain specimens. All growing things priced cheap are so priced because they are weaklings, of poor parentage, or are not in first-class condition. They will invariably prove disappointing and, in the end, most expensive.

It is far better to purchase and plant a single healthy, vigorous specimen, or several first-class small specimens, than it is to gamble money on large, cheap specimens. The only good plants are the ones that grow, and keep on growing.

Lay gardeners, and all persons generally who have not worked extensively with growing things, most often believe that spring is the only time for planting. Yet a brief reflection on the ways of nature will reveal this is not so. Nature works through the summer to produce her seeds. When autumn comes, the mature seeds are dispersed — dropped to the ground, released to float in the wind, sometimes "popped" from their pods like buckshot, or, covered with prickles, are carried off to new ground clinging to animals.

Some trees and plants do thrive best when planted in the spring, but many varieties actually prefer to be planted in the autumn, and grow best when this is done. The public has never gotten the habit — which explains the annual spring furor. But this does not alter the facts and preferences of nature.

A schoolyard planting that is planned now can be set into the ground in September, October, and November, and be ready to burst into leaf (and sometimes a first-year bloom) as soon as the first warm days of 1944 arrive.

There are few persons today, even in a nation at war, who will deny the place of beauty in the lives of the people. If beautifying a schoolyard needs be justified on an economic or some other "practical" basis, then it might be questioned whether we have advanced as far as some of our enemies.

Yet there is a dollar-and-cents value to a well-planted yard, and consideration of it need not be laid aside. The school building starts to deteriorate the moment it is finished. Everything in it and about it will begin at once to wear out, and decrease in value. But the planted yard will, year after year, *increase* in value. That young chestnut planted this spring . . . in thirty or forty years it will be almost priceless. Those young azaleas . . . in years to come they will be worth their purchase price a hundred times over. And on the unearned increment of natural beauty we should be presumptuous to place any price at all.

There are other values, call them "spiritual" if you wish, that we should not overlook. The schoolyard has within it the power to teach, no less than the instructor in the classroom. It can fill some young eyes with a natural beauty their homes, perhaps, cannot supply. And it can be a pattern and an example for every student to carry back to the home of his parents, inspiration to create in the home yard some of the same order and beauty of the school's. Such instruction by example and inspiration deserves to be called education as well as formal classroom tutoring in art and science.

Great men have always known that there is teaching in growing things no book can give. "Trees shall be my books," said Shakespeare in *As You Like It*, "and in their barks my thoughts I'll character." Master Forester J. J. Levison in his recent book on trees and shrubs, written after 35 years of association with the growings of the earth, says that "we come to realize that a group of trees . . . is an epitome of the whole world of nature and that to really understand these trees is to understand the world we live in. . . ."

"The struggles that a tree goes through in its own lifetime can afford



us an inspired example of real courage and true character. To follow the tree's patient endurance affords an understanding of what constitutes true happiness. To watch its simplicity is wisdom. . . . Let us find the secret of the oaks' rugged form, the elms' inspiring massiveness, and the birches' tender gracefulness. These forms express character. They express strength, exuberance, and gentleness."

But this is a problem more immediate for the teacher than for the administrator, and I have reported these writings only to suggest that the service of the well-planted schoolyard far transcends just making the yard look "nice."

No community can fail to exhibit civic pride in a schoolyard beautifully planted. Again, this is the free school that symbolizes so much of what the nation is fighting for today. The nearer the school can approach perfection, within and without, physically and spiritually, the more potent the symbol and the more fervent the resolve that it shall forever remain.

We might well recall an incident in "Peter and Alexis," the story

of a great Russian czar and his son, Peter, whatever else he was, had a consuming desire to better his country, and he yearned constantly that the beauties of trees and flowers which made France so delightful might be duplicated upon the bleak lands of northwestern Russia.

" . . . Desiring that the oak be grown everywhere [Peter] was himself planting acorns one day in the vicinity of Peterburgh, on the road to Peterhof. Noticing that one of the dignitaries standing near had a sneering smile for his efforts, the czar spake wrathfully:

"I can read thee. Thou art thinking that I shall not live to see the oaks full grown. True enough. Yet art thou a fool? I am leaving an example unto others, so that, if they do the same, our descendants will in due time be building ships out of them. 'Tis not for myself I moil — weal of the state comes first."

It is not likely that ships will ever be built of American schoolyard oaks. But the school children who become the men who build ships, whether of oak or iron, will build them better if they have learned the lesson the oak, and all his growing fellows, have to teach.

## Electrical Maintenance in School Buildings

Fred D. Mosher

In general orderly maintenance consists of regular inspection of apparatus to determine its condition, routine maintenance work such as cleaning, oiling, and adjustment, and scheduling of overhaul at a time when the apparatus may be made available for a thorough job.

The electrical apparatus of school buildings lends itself to efficient maintenance practice, and a little study of the problem will show that the prime requirements of good care are easily met. More than casual study must be given to electrical maintenance problems in these times. Repair facilities are heavily strained, and the possibilities of immediate replacement are slender, and will become more so with time.

### Inspections

How often a particular piece of equipment is inspected will depend, to a certain degree, on the kind of service in which it is operated, importance of the equipment to the functioning of the plant, and the nature of service as to the length of time it must operate in a given period. School service is not considered severe, but good reliability must be maintained.

For both a.c. and d.c. motors operated in school buildings inspections should be made weekly, semiannually, and annually.

Weekly inspections should note the conditions of the following: commutators, brushes, oil levels, oil rings, oil leakage, starters, controls, temperature. Careful attention to sparking will prevent burnouts in many cases. To check operation the motor should be stopped and started, and the time required to come up to speed should be observed. If the motor lags in this respect a careful examination should be made to determine the reason.

Semiannually, each motor should have a more careful check, and routine maintenance work should be done at this time.

The condition of windings should be checked for dirt. If sticky accumulations are found, they should be removed with cloth dampened with solvent. If the dirt is of the dry variety, the coils should be blown out with dry compressed air. The commutator clamping ring of each motor should be examined for tightness. Brush renewals should be made whenever brushes are found to be more than half worn; brush holders should be cleaned; brushes should be held free in the holders; brush pressure should be checked; the correct position should be maintained with respect to brushes.

Each six months the oil should be drained from all bearings. The bearings must be flushed out and thoroughly cleaned before new oil is added. Inspection should be made on roller bearings or ball bearings to determine the amount of grease held. When adding grease to these bearings, the bearings must be properly vented to prevent damage from overpressure applied by the grease guns.

At the semiannual inspection it is important to note the condition of all connections on motors and controls. Contact surfaces should be polished and causes of sparking or arcing ought to be removed. Check the shaft for end play. Motor covers, guards for belts or gears should be examined for looseness. Set-screws, foot bolts, end-shield bolts, and support brackets should be inspected for broken parts.

After the motor has been inspected, cleaned, and serviced it should be operated for observation. At this time it is advisable to operate the motor at no load and full load to check its characteristics. Speed readings should be taken under both conditions, as should the current input. The motor should run smoothly and without vibration. Any evidences of sparking at the commutator should be reason for investigation. A properly operating belt

or chain will make for normal operation; belts and chains should be kept at the recommended tensions for smooth operation and efficiency.

The once-a-year inspection and overhaul should cover the following points: inspection of armature coils and armature bands; testing of insulation with megohmmeter; measuring of air gap; cleaning of magnetic dirt from poles; checking clearances of sleeve bearings; checking commutator slots.

### Important Maintenance Items

**Lubrication.** Most motors do not require renewal of oil at periods more frequent than six months. Oil should never be added to the reservoirs unless the oiling system itself is in good order. Oil rings must be kept in good condition. Excessive oil is undesirable since it will be thrown into the windings where it will act as a catcher for dirt. For best results from lubricant keep the bearings in alignment, and correct wear at the first opportunity. Use only high-grade oil as recommended by the equipment manufacturer. Large motors equipped with sight glasses should carry oil levels at three quarters of the glass. Small motors not equipped with glasses should get a maximum of 70 drops of high grade oil yearly, but not less than half this amount.

Motors equipped with ball or roller bearings should be refilled with new grease annually without regard for the condition of the grease; very seldom do operating conditions necessitate more frequent renewals. Vented housings should be filled with grease from a hand-operated grease gun. Add grease until it begins to run from the vent; run the motor until excess grease stops running from the vent and then replace the plug. Where no vents are provided different steps must be taken to renew the grease.

If vents and grease gun fittings are not provided, it is necessary to disassemble the

bearings. All old grease must be removed and the bearings washed in a solvent such as carbon tetrachloride. Grease is then put in the bearing by hand until it is firmly packed at half level in the bearing, or less if instructions specify a smaller quantity of grease.

*Care of Insulation.* Next in importance to proper lubrication is the care of insulation. The two chief enemies of motor insulation are dirt and moisture. When it is necessary to clean insulation, care must be taken not to soak the windings with cleaning solution. Damp cloths may be used if the cleaning fluid used evaporates rapidly, such as carbon tetrachloride. Use dry rags wherever possible. When compressed air is used it should be dry; vacuum cleaning is better than compressed air for the removal of loose dirt.

Moisture usually is not a problem unless motors are kept idle for extended periods; this often occurs in school buildings. For high voltage motors driving heavy equipment, the most effective drying method is to pass low-voltage current through the windings. When this is done thermometers should be placed in the windings to read temperature. In no case should the windings be heated above 200° F. while being dried out. Small motors which are easily removed from their bases may be dried in ovens where the temperature can be controlled. About eight hours are required to dry out the average motor, and half this time suffices for units of small size. Where a motor has been subjected to severe dampness it should be treated with a good varnish after drying. Large motors may have the varnish applied with a spray gun or brush. Small motors may be dipped in the protective coating. Excess varnish is then removed from the metal parts with a solvent, and the motor is again baked for from four to eight hours.

*General Overhauling.* When a motor is overhauled particular attention should be given to its vital points. The air gap space will tell a story, and it should be checked carefully with feelers; too little clearance on the bottom might indicate a worn bearing.

Bearing and journal dimensions should be checked for wear. If new bearings are installed they should be watched carefully during the first days of operation. Some of the things new bearings might do are: throw oil or grease into windings; run hot because of too little clearance; overheat motor because of excessive friction.

Brushes are important elements in motor maintenance. When they are neglected brushes may cause considerable expense and damage. It is good practice to keep spare brushes on hand, and replace worn ones as soon as they become more than 50 per cent worn. A badly worn brush may break and damage the commutator or wear to the point where metal rubs the commutator to score it. Large motors should have a brush pressure of 2 to 2½ pounds per square inch on the commutator; higher pressures may cause sparking, overheating, and ultimate damage.

Commutators should be treated with great

care. Replacements are next to impossible. When a commutator sparks the cause should be run to earth and removed. When commutators are inspected all rough spots should be noted and removed. A generally roughened condition may require stoning for removal. Excessive roughness is best removed by turning down in a lathe; when lathe work is done on a motor the insulating bars should be undercut before returning to service. Either a stone or sandpaper should be used for smoothing commutator surfaces — emery cloth should not be used.

*Care of Idle Motors.* An idle motor should

be stored in a dry condition. It should be properly cleaned before storage. Where moisture is likely to get into the windings, heat should be provided. A waterproof covering should protect all motors exposed to moisture or water from any source. All motors should be covered to prevent dirt from accumulating on coils and windings. When it is necessary to provide heat for an idle motor, the covering should be vented to allow vapor to pass off. Renewal of lubricant should be done after the idle period. A thorough inspection should be made of the stored motor before it is returned to service.

## TOO MANY MEETINGS!

Gerald E. Nord<sup>1</sup>

Are we overorganized today? This question comes to mind as one contemplates the maze of interlocking functions, groups, clubs, societies, meetings, ad infinitum. In a small community it is exceedingly difficult to find an evening any week during the year which will suit more than two or three individuals out of a group of ten or more.

The writer has some rather positive convictions in regard to this subject, despite the danger of being thought of as too provincial or old fashioned. In the first place, too many of our meetings are futile, lacking both purpose and achievement. We have our luncheon clubs, our service clubs, our brotherhood groups, and our church organizations, all of which are designed to provide some form of community and social uplift. But quite often, these meetings turn out to be mere eating fests, with little or no emphasis upon the reason for their existence. Witness the person who has to get up hurriedly and leave before the speaking starts in order to get to another meeting the same evening, when lunch will undoubtedly also be served. The writer himself has often had three appointments in meeting form scheduled by others for his attendance the same evening.

In the second place, there are too many titled societies or organizations in the same community. A hasty mental review brings to mind some forty or more organizations or clubs operative in a single small town of 1600 souls, well known to the writer. Among these are one weekly luncheon service club, a sportsmen's organization, 21 church groups, two scout troops, five lodges, a servicemen's organization and its ladies' auxiliary, five women's club groups, a volunteer fire-fighting department, and at least five high school clubs. Every single one of these is a separate entity, holding forth regularly in meeting. Each has its corresponding social accompaniment, its own lunching time or occasion.

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### Why Not More Mergers?

In these days of national emergency, one is led to wonder if many of our organizations could not be merged, so that there might be a lessening of duplication in function and an elimination of much overlapping in both schedule and objective. Besides, there would be an enormous saving of food.

How often have all of us rushed to get ready for a meeting, sat through a long discussion or debate on an inconsequential subject, and finally arrived at the meeting's close with a feeling of utter uselessness. One might just as well have stayed at home, so far as the accomplishment of any real or permanent values was concerned.

Our society has been erected on the foundation of family and home. These institutions today suffer because the component parts making up the family group are not to be found in any one place at the same time. Mother is off to one kind of meeting — father is out for the evening attending something else — and the children may even have another meeting to attend; all on the same evening. Multiply this by the number of days in the week, and we readily understand what is happening to our complicated existence. And it isn't that we enjoy all these numerous social duties — nay, it is the rare privilege of an evening at home for reading and quiet meditation that one covets. Surely something is wrong with us when we allow everything else to crowd out the things that are fundamental in life!

### And Then Office Holding!

Related to our community habit of "belonging to everything" is the related "office-holding" problem. This may have any number of variations among people, from the extreme case of the person who likes publicity and works hard to get an office or many offices, to the opposite situation in which the willing wheel horse takes any job that is thrust upon

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# SCOUTING FOR TEACHERS

O. S. Glover<sup>1</sup>

Who has not written to a placement bureau in quest of a teacher, stating to the harassed manager: "We have a vacancy in the fifth grade and would like to have you recommend two of your best candidates. We require a teacher not over 30 years old, attractive in appearance, with marked animation and an outstanding teaching personality. She must be single, have a well-modulated, pleasing voice, and be tactful enough to meet difficult situations frankly and without giving offense. Her vitality must be vigorous and alert, her character irreproachable, her native ability brilliant, her use of English flawless, and her adaptability and cooperation excellent. In addition, she must be a teacher who handles her own discipline problems, knows the newest and the best in professional theory, inspires children, and is an expert in teaching ability. Salary \$1,200."

Assuming that the placement bureau is able to provide this combination of a Venus de Milo and an airplane hostess and favorite movie star, the next job is to learn if she can really teach. You can judge her personal charms yourself and consult her scholastic record to see if she has brains, but you cannot be sure she has what it takes in the realistic schoolroom fostering 40 young Americans. This calls for a visit to the school where the applicant is employed. Because the superintendent must cut guesswork in teacher selection to a minimum, if his recommendations are to mean anything, he cannot rely on the "trial and error" method of "hire and fire."

Personnel replacement is one of the biggest challenges that confronts the school administrator. The teachers make or break a school system, hence the need for the greatest care in making replacements.

## Operating on an Efficient Basis

Someone has said that each dollar the superintendent receives in salary he earns 75 cents of this amount if his teacher recommendations are the best available for the funds available. Although time and expense are involved, in the personal visit it can be justified. To visit a teacher at work may cost the equivalent of a week's salary for her in the new location. The teacher employed may stay for years. A few dollars expended at the outset may protect the boys and girls from an inefficient teacher for years and, incidentally, protect the taxpayers from expending a small fortune over a period of years.

Teachers, like many others, may fall into a routine, an educational rut, and it is good business for a superintendent to discover these run-of-mine individuals before they are promoted to a new pay roll.

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## High Spots in Teaching

To discover the ordinary run-of-mine teacher means that the superintendent must also have some definite notions of what qualities constitute a desirable teacher. Good teaching is manifest when the supervisor finds that the teacher gives evidence of: (1) a definite aim; (2) definite planning; (3) realization of the aim.

Regardless of the teaching level these three prerequisites are fundamental, though the technique varies widely. For example, in grades four through nine covering a six-year span the following pattern could well be applied in most academic subjects and varied with demonstrations and laboratory work in the special subjects.

The aim should be one that is worthy of the material to be presented and within the comprehension of the class. The pupil's interest can be aroused by using a good motivation question which captures the interest of the group at the outset. A good motivation question calls for concentrated thought on the part of the teacher and should be written on the board.

In planning the lesson, attention to such factors as assignments, organization of subject matter, and provisions for individual differences must be thought out in advance and involve careful preparation on the part of the teacher.

In realizing the aim, the instructor must needs maintain good working conditions, both for the assimilation and the discussion periods, see that the material is presented in logical order, that as many pupils as possible participate in the discussion, that individuals having special assignments are given an opportunity to present their findings briefly and to the point, that time is reserved for a summary of the recitation.

Adherence to this simple plan will enable a teacher to be definite and efficient. It will save him from the pedagogical pitfalls of vagueness, and oversized doses of instruction. It will keep the steering gear of educational procedure in close control of desired achievement. If the scholastic wheel base is too long, there is loss of torque; that is, loss of achievement delivered from the motor or teacher to the rear axle or the pupils.

## Some Experiences in Scouting

A few months ago I visited a history class in the intermediate grades. The topic under discussion was "Valley Forge." The teacher had the pupils read orally and with comment on the material read, and then individual boys and girls were asked to make present-day comparisons. There was no motivating question raised at the outset, no comment as to

the aim or purpose of the topic, no evidence of planning. The recitation was ended simply by the teacher telling the pupils to put away their books.

In another history class the pupils were given two or three pages of textbook material to read, and the teacher then directed their attention to 15 sentences written on the board taken from the same pages in the text with certain words omitted. Pupils were required to number from 1 to 15 on a clean sheet of paper and write the word missing from each sentence. After completing the test the papers were collected and the next class announced. This teacher had been recommended as a brilliant instructor by the college from which she had graduated, yet this performance was a far cry from creating in children an interest in a fascinating subject. Teachers need to realize that people don't go through life "just filling in blanks."

Several years ago, I observed a music class conducted by an applicant during which the pupils never sang a note. The teacher talked the entire period of 25 minutes and later wrote me inquiring why she was not recommended for a position in our schools.

Sometime a teacher exercises poor judgment in what she can expect of pupils. I recall one occasion when a teacher of social studies had the general topic of France to introduce and started out with the motivating question: "What should we study about a country when you know nothing about it?" From this step she raised the point "What are some of the things that make France a great country?" As the replies were vague, she asked the pupils to open their books "and find out something about this country called France." As you could expect, the vagueness of the assignment produced a dearth of information. To the pupils the whole thing was hazy. In this case the teacher made a good start but a poor ending, because she had not thoroughly prepared her plan of procedure.

In this connection I am often surprised at the amount of teaching in a vacuum which takes place in schoolrooms. The above lesson was taught in April, 1940, but there was not a hint that France was engaged in a struggle for its very existence. To all appearances this recitation indicated that in France all was peaceful and serene.

On another occasion I observed three classes in the upper intermediate grades in a forenoon: reading, arithmetic, and history, and at no time was there a reference to any event outside the textbook. It was the best example of teaching in a vacuum I have ever observed.

## Mere Busy Work

Again there is the busy-work type of teaching. The whole procedure, whether it be reading or geography, is a series of formal workbook exercises without introduction, aim, decision, and as may be expected there is no interest on the part of the pupils. They do the exercises as produced by an author a thousand miles away and hand in their papers.

Such practices cannot be described as teaching at all. The same thing could be done by the maid on her afternoon off, yet I saw a teacher in a medium-sized city carry out this procedure about two years ago. This is not an isolated instance.

Recently in another school, a supposedly well-qualified teacher taught a class for my observation in junior high English in which the main job was "Fill out the principal parts of verbs in the blank spaces in a workbook, giving present, past, and past participle of each verb listed." These were corrected in class in groups of three or four students, and a similar assignment was made for the next day. Here again no technical skill was needed to direct the work. The work was meager in amount, devoid of variety, offered no opportunity for class discussion, carried no stimulus to excel; in short, it was just a time-consuming job without relating the material to any practical application.

Occasionally a teacher may do well in the classroom yet overlook obvious difficulties in the teaching process. I recall a classroom in which the heat was almost stifling, but it did not occur to the teacher to open a window until the session was practically over. In the same room the otherwise good effect of a recitation was interrupted by the chirp-chirp of a vigorous, noisy canary of all things. The teacher explained later that it was a last year's gift from the PTA.

Is it any wonder that superintendents think that teachers sometimes operate in an educational fog?

### Some Good Teaching

On the credit side of the ledger numerous occasions are found in which classes have definite aims. In a recent class in arithmetic the group considered the "strong type problem." After a period of careful reading, pupils were asked to "give their interpretations of what was to be done to solve the problem." In the course of the recitation the teacher further stimulated the student thinking by giving them solutions to a few of the story problems in which some of the solutions were correct and others were not and requiring the pupils to differentiate. How different from filling in blanks! This teacher had planned her work carefully and was interested in having every pupil realize the aim.

Also, by way of contrast, I recently observed a class in modern history with the crusades as the topic for discussion. Since the group had covered the material it was summarized in a portion of one class period by a debate "Resolved: that the Crusades were, on the whole, a worth-while enterprise." The teacher direction of the procedure gave evidence of good planning, and the pupil participation following the debate was widespread. The teacher was not content to complete a unit in a routine manner.

Another teacher showed imagination in approaching the study in junior high school geography of the Balkan countries. Instead of

trying to extract from the pupils a series of dry facts on the agricultural and manufacturing production of Rumania, Bulgaria, and Yugoslavia, he introduced the lesson "Why have the Balkans always been a danger spot?" From there it was easy to follow through with "What keeps the Balkans apart? What do they have that other nations want? Why are the people so backward in agriculture and industry?" The correlation of history and geography was obvious.

The subject of aim, others call it setting the problem, is so easy to take for granted that it is a real pleasure to observe a teacher introduce material on the Roman Republic at the sixth-grade level: "Why did Rome become ruler of the world?" This main problem was set up for a five-day unit with appropriate questions for each day. For example, the first day's work was centered around "How did the ideas of Rome and Carthage differ concerning their colonies? Which do you think were better? Why?"

The skeptic will say, "All this is very fine, but how would you interest a class in science or hygiene?" Perhaps a few illustrations will answer this. I recently visited a class in which "Insects" was the topic for study. "How is balance in nature maintained?" was the challenge given to the class. This supplied a real purpose for the study and discussion which followed. It made real a subject for discussion which at first glance might appear dull and uninteresting.

On another occasion in a science class the problem was, "Why do we have to protect ourselves against bacteria?" This gave the subject a personal meaning. By using the concept of the influence of environment upon people, the teacher provided his class with a strong motivating question.

In another lesson observed in the sixth grade the subject was "Writing a letter." A splendid opportunity was lost in motivating the subject, but there was evidence of planning the work. For example, the instructor first raised the question "What are the important features of a social letter?" After receiving five good points which were written on the board, the class was directed to their texts to see if any essential points had been omitted. Further evidence of planning came when the teacher said, "Now what shall we do with the facts we have learned?" Naturally this led to the work of writing a letter, with discussion as to whom they should write. After the laboratory or writing period sample letters were read, and pupils commented with reference to the important features of a letter. With this as a start this teacher was well on her way to the realization for her aim.

### Points to Watch For

For those teachers in grades where the period is adequate to carry this procedure a plan to which our faculty have contributed includes the following blueprint:

**Introduction.** If a new unit is being presented, the first step will be the introduction.

Here the teacher supplies the connection with previous work, also the overview or background out of which the problems, major and minor, are developed. This is the best test of a teacher's grasp of the subject and why it needs to be studied.

**Aim.** It may be a major problem over a period of several days and the minor problem for the day. To make this phase effective it should be written on the board and referred to frequently if more than one day is needed to complete the job. The problem is the central issue around which class discussion should revolve. To have a class recitation without a statement of the problem is like setting out on a trip without knowing where you are going. If we are studying about the French and Indian war, our problem might be: "Why was there a clash of interests between the French and English in North America?"

If you are studying the British Empire, a stimulating problem might be: "Why does Great Britain control such a vast part of the world's land?" rather than enumerating her possessions.

**Evidence of Planning.** It may come as a shock to many who are overly textbook and workbook conscious that much we are trying to cram into pupils' heads will be of little value nor long remembered, but an assignment for lesson might well provide for:

- A few well-chosen questions based on the text, simply phrased and which often test the pupil's ability to think
- A question or two found in specific references placed at the front of the room to challenge the interest of fast readers with intellectual curiosity
- Special reports usually made at previous meeting which tie up with the problem and utilize reference materials.

These last two suggestions provide for individual differences which are noticeable in every class for individual differences.

**Realization of Objectives.** Discussion period based on the questions assigned is the test of the effectiveness of the preceding steps: Teachers need to be alert and encourage clear audible replies; the teachers should also encourage answers in complete sentences; be conscious of grammatical errors occasionally; try to get pupil participation; avoid trite remarks which soon become a habit as "correct," "well," "all right," "I see," and "yes."

After the main question, special contributions, and reports have been covered, you are ready for the next step.

**Summary.** A tying together of the main points raised is essential to clinch the discussion. At the junior high school level the teacher's demonstration or experiment may come as part of the assignment and precede the assimilation or study period.

By conscious planning along these lines and similar lines much of the guess and uncertainty will disappear from teaching. There will be more time to see the forest rather than just looking at the trees.

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## SCHOOLS AND THE WAR

### VOCATIONAL SCHOOLS AND WAR PRODUCTION

The public vocational schools and NYA have trained eighty times as many persons for specific war-production jobs since June, 1940, as were trained by the vocational schools alone in World War I, according to Paul V. McNutt, of the War Manpower Commission.

During World War I, the vocational schools of the country trained 60,000 persons for war industries. By January 31, 1943, more than five million persons had been trained by the vocational schools and the NYA.

The 2500 vocational schools cooperating with the War Manpower Commission through the U. S. Office of Education have enrolled 4,185,388 persons in courses furnishing training in skills needed for war industries. During the same period the NYA gave training in unit skills needed in war industries to 1,100,000 young men and women. These training schools, if continued, would provide training in pre-employment courses given men and women before they enter war plants and supplementary training for war-workers after they are placed on war industry pay rolls. The NYA is operating at a rate which will furnish training in war industrial skills to about 400,000 during the same period.

It is pointed out that the demands for trained manpower are so urgent that every effort must be directed not only to keeping up the present rate at which men and women are being trained for war jobs but to increase it.

### WAR ACTIVITIES AT LOCKLAND, OHIO

The public schools at Lockland, Ohio, are operating on a new schedule, calling for periods of 45 minutes and a so-called war period. Under the plan, all students must elect some war study each day in connection with the traditional curriculum.

Among the war activities carried on are war stamps and bond sales, scrap drives, physical fitness courses, preflight mathematics, preflight physics, Red Cross, first aid, war geography, and shop courses for girls.

An airplane plant in the vicinity has aided the taxable income and influenced the war thinking of youth. Thirteen high school seniors have left school to enter the armed forces.

### LA SALLE SCHOOLS ACTIVE IN WAR ROLES

During the first month of the school year, the school children at La Salle, Ill., were mobilized for war service. A junior victory army was organized on the same general plan as the Army, with pupils and teachers assuming the roles of officers and soldiers. A scrap drive was the first activity with all pupils cooperating in the drive for metal and rubber.

In the first week in December the parent-teacher council sponsored a swap drive in each school for the exchange of rubbers and galoshes.

A program of physical training, including games and sports for boys and girls, is being promoted to promote vigor and endurance. In addition, a program of intramural games has been organized. During the winter months swimming classes were conducted for both boys and girls.

More recently, conferences on nutrition were held to develop a course of study in foods and nutrition and to encourage children in right food habits and attitudes.

A visual-education program was carried out to afford children information on the war program.

Teachers have received the plaudits of the community for the hours of service they have given to the war effort.

### NEW WAR ACTIVITIES AT GREENSBORO, NORTH CAROLINA

The school authorities at Greensboro, N. C., have obtained a 25-acre plot of ground, which will be planted for a victory garden, to provide needed fresh, dried, and cured vegetables for the school cafeteria. A team of horses and farm tools have been provided, and a gardener employed. Regular cafeteria employees will supervise the canning operations next summer.

Plans have been made for the establishment of nursery centers to take care of the children of working mothers. The program calls for both preschool centers and extended school day centers.

It is anticipated that the city schools will have more than adequate financial assistance for the year 1943-44, due to the passage of a new law by the state legislature, calling for a maintenance tax levy of four cents on each \$100 of valuation.

The state department has made provision for the ninth month of the school year, which lifts the ceiling from local supplementation. Funds formerly used for the ninth-month expenditures may now be used for other school purposes.

The school board has voted to give wage bonuses of 15 per cent to all members of the teaching staff.

### FULL SCHOOL PARTICIPATION

The public schools at Peru, Ill., are actively participating in the war effort of the community. They have taken part in registration for selective service, in registration for sugar and gasoline rationing.

Each school building is displaying a Minute Man Flag, indicating that the employees are 100 per cent enrolled in the pay-roll deduction plan for the purchase of war bonds. A stamp day is held regularly in each building each week. A special "Pearl Harbor" day was observed on December 7, 1942, with purchases exceeding \$1,800.

The schools have participated in waste-paper drives, salvage drives, and drives for Red Cross membership. Assemblies with a patriotic theme provide a means of giving the spirit of this service expression. The Schools at War program, sponsored by the U. S. Treasury Department is a program of action in the schools.

### FREMONT SCHOOLS MAKE CHANGES FOR THE WAR EFFORT

The public schools at Fremont, Ohio, have undergone changes in personnel due to men volunteering for war services and those going into selective service. In the general industrial-arts shop program the work of two teachers has been combined under one and the school day extended one hour. The school day begins an hour earlier, with both shop rooms in use at the same time. A student foreman helps out in each department for the different classes. Two adult defense courses are being offered, one as a supplementary course, and the other as a pre-employment course.

A preflight course in aeronautics is being offered in the high school, to include mathematics, science, meteorology, and navigation. A complete radio communication course is being offered. Students who complete the course will receive special credit.

In the vocational agriculture department, the school program has been revised to meet the local food shortage. Short unit courses are being offered in the evening to farmer groups for the discussion of tomato, sugar-beet, and kraut-cabbage growing. Courses and demonstrations are being conducted in pruning and spraying of fruit trees.

In cooperation with the U.S.E.S. office, the schools are carrying out a program to meet the labor shortage during the summer, both in the processing of crops and on the farm. A new daily program has been arranged, to give students in the two upper years of the high school a half day off to give to farm work. A short summer course has also been arranged to accelerate the program of the older boys so that they may be graduated during the next school year before they are called into the armed service.

### THE PROCUREMENT OF SCHOOL BUSES C. D. Hutchins<sup>1</sup>

Since December 7, 1941, the school authorities of the nation have been confronted with school transportation problems arising from a growing scarcity of school transportation equipment. The shortage is due to the fact that the manufacture of school-bus chassis, bodies, and other equipment was greatly reduced during 1942 to divert critical materials to the production of war equipment. On January 1, 1942, a freeze order was issued to restrict the sale of chassis, and on March 9, 1942, an order entitled "Rationing of New Commercial Motor Vehicles" was issued to regulate the release of new chassis from the pool over a period probably as long as two years, or until the war should end.

In view of the fact that new buses for school transportation are virtually unavailable, it is apparent that school authorities must take every measure to increase effective utilization of equipment for vital and necessary services only, in order that transportation service by school buses may continue as long as possible through this period of tire and truck shortage. The growing demands for worker transportation and the recognition that under extreme conditions this service may be more vital than school transportation compel school authorities to cooperate in making buses available for worker transportation during their idle hours. In many states, however, the buses have not been shared under a cooperative plan of serving children and warworkers, but have been sold away from the schools to perform worker transportation exclusively. Letters from as many as 28 states indicate that from 100 to 400 buses per state have been completely lost to the schools in this manner, and the school authorities must arrange to transport the children to school with fewer buses than were formerly available.

The problem is further aggravated by the fact that a normal number of new buses are not available to replace those in the original fleet of 93,000 which wear out. New buses in the freeze order pool have very largely been placed in city and intercity service rather than school service. The following table from the January, 1943, issue of *Bus Transportation* indicates the number of buses manufactured during the years 1940, 1941, and 1942:

Year	New Buses Manufactured			Total
	City Buses	Intercity Buses	School Buses	
1940	4,573	2,001	10,566	17,140
1941	5,873	2,088	8,622	16,583
1942	9,010	3,968	1,856	14,834

From this table it is apparent that many buses which normally would have gone into school service were, in 1942, reserved for city and intercity use where the need for worker transportation was extremely urgent. The figures indicate that 1856 new school buses were available in

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# THE AMERICAN School Board Journal

A Monthly Periodical of School Administration

Edited by  
Wm. Geo. Bruce and Wm. C. Bruce

## The School Executive's Busy Season

THE approaching close of the school year heralds the opening of the busiest season of school boards and their executive staffs. In every aspect of school administration there are new difficulties arising out of the war situation, but also growing opportunities for demonstrating genuine management efficiency.

On the business side, there are deepening difficulties in holding janitorial and repair staffs, and numerous communities must find ways and means of finding new employees and of training those who have come into the service without a knowledge of school housekeeping, without skills in operating heating and ventilating apparatus, and sad to say, without much personal ability. To conduct training courses and to create loyalties to the job is an immediately necessary task.

The preventive maintenance of school plants is a second important task which demands skill and patience in finding and buying repair parts and materials, in the careful utilization of available mechanics and janitors to carry on repainting, plumbing and heating repairs, cleaning, and carpentry work.

While the federal plan of priorities has taken into account the necessity of school operation and maintenance, the problems of purchasing school supplies in 1943 are vastly more difficult than the problems of 1942. Close study of local markets, grim determination to get needed things even at 40 per cent price increase, and willingness to forget precedents and the ancient prejudices of teachers will enable every school business department to have all absolutely needed articles on hand when classes reopen.

It is to be feared that many school boards are being lulled into a complacent attitude toward financing problems by present surpluses and easy property tax collections. We are rapidly catching up on the depression tax delinquencies, and the winter of 1943-44 may be looked forward to as a time of greater difficulties in collecting school funds from ordinary tax sources. The growing difficulty of paying rising federal taxes means resistance to all local taxes. Only a few states have taken needed action in the 1942 legislatures. The coming summer should be a time for planning immediately needed financing, for making all possible cooperative contacts with municipal and state taxing agencies. At the present writing, federal relief for local school systems seems as

far removed as ever, so that constructive efforts to revise state school taxation programs on the basis of sound tax policies are needed.

On the educational side, the superintendent and his staff have immediate problems of adjusting the high school to the changing war demands arising from the man-power shortage and the necessity of rushing 18 year olds into the armed forces. Practically all of the curricular changes made during the year now closing need re-examination in the light of emerging needs of Army and Navy, as well as of industry and agriculture. It means better science, shop, and physical education courses, new emphasis in home economics in the light of rationing and reduced home controls. All adult and vocational education deserves to be studied in view of changing needs of war industry and in anticipation of the transition to peace economy. Speed-up of high school work, unwelcome and undesirable as it may be, may become a necessity in 1943 and 1944.

Plans for elementary education must be overhauled in the light of reduced staffs, and extracurricular programs must be provided to help adults and children with healthful recreation, nutrition, and war services.

If school staffs feel that their burdens had been increased heavily a year ago, they must be ready in the school year 1943-44 to devote even more time and more intelligent attention to their respective jobs than they have ever done in the past. It will mean sacrifice and sweat, but it will be worth while, because it will be the best service which school boards and teachers can give to speed the return of peace.

## A Breakdown in Schools?

IN THE industrial centers and in farming country there has been a steady drift of 14 to 18-year-old children from school to industry, business, and farm occupations. In some sections this drift has been in defiance of school attendance and child labor laws so that in 1942 the Children's Bureau recorded an increase of 142 per cent in the illegally employed minors. Even where the school leaving is limited to the legal age of 16 or over, the growing numbers of child workers are alarming. In states where the continuation schools had been practically closed for want of students, these one-day-a-week stopgaps are growing again to their huge predepression enrollments and are providing a very necessary type of emergency instruction.

The entire situation, growing out of the wartime pressure for labor represents greed on the part of parents who are willing to sacrifice their children for immediate income; it is the same greed which induces employers to hire the youngest novices and to work them with little regard to effect on health or danger in the operation of machinery.

The situation points to failures of school boards and law enforcement agencies in handling attendance cases and in enforcing child labor laws. Only the most extreme labor shortage will excuse a breakdown on this important home front.

The situation even in the better communities implies a weakness in the program of vocational and educational guidance. Guidance is still a stepchild in the curriculum of most schools, a service that is given incidentally and without sufficient regard for outcomes in the further educational lives or in the beginning occupations of pupils. In high schools particularly, the guidance work deserves the most earnest consideration of administrative heads and teachers so that further losses from school may be avoided and children may be held to complete courses which they have begun. As soon as the feverish haste of wartime production subsides, the weeding out process of the transition period will leave these youngest workers without jobs. Only the most desperate means will bring them back into school. Whatever is done now to hold pupils, particularly in the vocational courses, is most valuable for the entire occupational lives of these children.

## Faith in Evolving Democracy

GROWTH in democracy, both in government and in the personal lives of the American people, will be inevitably reflected in the growth of schools and colleges. Conversely, the failure of democracy will be the end of our educational system. In discussing "a faith worth fighting for" in the latest report of the Rockefeller Foundation, Dr. Raymond B. Fosdick argues for the reinterpretation of democracy as a present duty of educators:

Every social fact or phenomenon must constantly be reinterpreted and given its current value; it must be re-expressed in contemporary idiom to accord with contemporary thought. Stagnation and death await ideas as well as social and economic arrangements which have lost their power to grow. To be sure, there is a balance to be maintained between the spirit of change and the spirit of conservation. There can be nothing real without both. A high degree of critical selectivity is necessary if change is to be kept from degenerating into capricious variation. As Whitehead remarked, mere change without conservation is a passage from nothing to nothing; but on the other hand, conservation without change cannot conserve. In the words of Jean Jaurès when he was accused of neglecting tradition: "Take from the altar of the past the fire, not the ashes."

Like freedom, democracy is a conception which must also be reinterpreted from generation to generation. It is not a fixed creed. It is not a body of dogma. Its ultimate outlines were not circumscribed by the political concepts of the eighteenth century. Rather it is a growing, dynamic faith, a perpetually evolving adjustment between freedom and justice, between individual values and the demands of society. This adjustment, however, is never perfectly and finally attained; it remains a problem which mankind must solve again and again. "It is provided in the very essence of things," said Walt Whitman, "that from any fruition of success, no matter what, shall come forth something to make a greater struggle necessary."

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tion, a maturing way of living, a conception of human relations that is rooted deep in the yearnings of many races and peoples. If this war has meaning and purpose it is to extend the idea of democracy vertically in America and horizontally throughout the world, wherever the soil is ready.

Here is a faith worth fighting for. Hitler boasts of his "new order." We have a new order, too, based on the capacity of each generation to experience what Lincoln called "a new birth of freedom." The Nazis extol the virility of totalitarianism. In the evolution of democracy we have a world that is always young.

### Buy War Bonds

NUMEROUS boards of education have found themselves in the happy, or unhappy, situation of having a considerable surplus fund intended for building construction, building repair, or school-bond retirement.

While it is bad policy to hold large sums when they can be applied to the advantageous repurchase of outstanding bonds, or to a program of school-building rehabilitation and repair, every spare dollar of such moneys that is not immediately necessary should be put into the purchase of bonds under the Second War Loan.

The duty of school boards to buy war bonds is clear. It is utterly ridiculous to allow funds to lie idle in banks which are already glutted with unneeded cash. And it is only common sense to put this money to work in United States Bonds which will bring a reasonable return and at the same time will provide sorely needed funds to carry the war to a successful conclusion. When peace returns, the bonds can readily be cashed for the school-plant expansion which will be so necessary for educational progress and for economic reconstruction.

### Ridding the Schools of Old Buildings

MORE than eight years ago, Professor John C. Almack laid down four principles for the abandonment of old school buildings:

1. A building should be abandoned at once when it is unsafe, or when the health or morals of the children are seriously threatened by its continued operation.
2. It should be abandoned when the maintenance and added cost of operation are sufficient to offset maintenance and interest charges on a new building of equal capacity and utility.
3. It should be abandoned when it is inconvenient from the point of view of accessibility, as when the residence section has moved away.
4. It should be abandoned when manifestly unsuited to modern school needs and too far depreciated physically to warrant alterations and additions.

The present war period with its attendant drop in school population, its losses from the teaching ranks, its growing difficulties of maintaining school plants, and its rising problems of school finance, is an ideal time to study the advisability of closing down old school plants. The rural school district with a dilapidated one-room school should act no less promptly than the city in whose decaying center the old buildings are expensive eyesores that prevent decent educational service.

## School Administration in Action

### "Citizenship in Athletics"

E. E. Battles<sup>1</sup>

It is the policy of the Henryetta schools to adhere strictly to the rules promulgated by the State High School Athletic Association. Although the rules are well understood by the students and the fans, school officials are prone to be criticized when athletic stars are not permitted to play by reason of ineligibility, especially during a crucial game.

In order to acquaint the people with the facts and to relieve school officials of this embarrassing criticism, the following was written and distributed in pamphlet form. Each school-board member was given a number, and copies were well distributed to the local civic clubs, parents, and students of the various schools.

School officials of Henryetta have noticed a favorable change in the public regarding athletic eligibility problems. We are convinced that the distribution of this pamphlet has relieved us of much embarrassment.

#### Athletic Eligibility

"To the football fans of any town the ineligibility of a player may seem unnecessary and unfair to both the school and the team. Discussions have been overheard wherein teachers and school officials were blamed because certain members of the team have failed to meet the scholastic requirements necessary for determining eligibility.

The local schools are members of both the North Central Association of Schools and Colleges and of the Oklahoma State Athletic Association and must abide by the rules and regulations set forth by these organizations. Records are examined regularly and any deviation from the requirements would mean disaster to the schools.

Participation in athletics is not a duty on the part of any student but rather a privilege which must be earned by a satisfactory scholastic standing and is not given merely as a result of having enough strength to endure athletic contests.

The aims of American education may be summed up under three general heads—Attitudes, Knowledges, and Skills—and strange as it may seem American educators rank attitudes as the most important.

Desirable attitudes are not developed in schools by allowing boys and girls to neglect their work. And it is usually neglect and an indifferent attitude rather than inability that cause failures and ineligibilities.

Every member of the football team knows the requirements he must meet, knows they must be met on time, and also knows that teachers are willing to help at any time with work that is difficult.

<sup>1</sup>Superintendent of Schools, Henryetta, Okla.

If the fans will realize wherein the fault lies and place the blame for ineligibility on the individual player where it belongs, the attitude of the players will change, and excuses and alibis will cease.

Teachers do not give grades, nor do they take them away, and it is not their privilege to declare a student eligible when the student knows he is failing. Grades are merely indicators of the students' accomplishments, not something passed out as the result of a teacher's moods or whims.

Unearned grades would only lead to disrespect for the schools and for any type of authority. Another result would be to increase the all-too prevalent idea of "getting without effort" and would be unfair to both the school and the student. The school spirit would soon be ruined.

The schools are trying to prepare the students for life, not for just a few football games. They are trying to instill the typically American idea that there are no superiorities save merit, service, and achievement and its up to the individual what he does about these things.

Certainly we want a winning team, but not at the expense of good citizenship.

### IRONWOOD CONTINUOUS PAINTING PROGRAM

Arthur E. Erickson<sup>1</sup>

During the summer of 1942, the board of education at Ironwood, Mich., carried out a gradual, continuous program of painting at the Luther Wright Senior High School. This building is very large, with corridors 240 feet long in one direction and 180 feet in the other. A contract for the painting of the entire building at one time would have created too heavy a financial burden for one year's budget. Hence, it was decided to employ two painters, on a day-to-day basis, and to carry the cost in the regular maintenance budget. This plan made it possible to give more time and thought to the color combinations to be used.

The first decorating was begun in the administrative offices on the theory that more of the student body and the public enter these rooms than any others in the building.

A particularly effective job was carried out in the board room. This is a large room, with a south exposure and much window space, which indicated a cool color scheme. The color combination chosen was: dado, palace guard-room green; upper walls, Repiton house green; ceiling, sunstone; trim, light oak. For further decoration the classic provision regarding education from the Ordinance of 1787 and the constitution of the state of Michigan was lettered in a light yellow in 1½-inch letters on one wall. Another wall was decorated by framing a large, colorful world map.

The next painting job was carried out in

<sup>1</sup>Superintendent of Schools, Ironwood, Mich.

the corridors of the school. Since this building has three stories, it was decided to have a different color combination on each floor. The upper wall color has been brought down to the next lower floor in the stair wells. The following was the order of the painting:

For the third floor, housing the Gogebic Junior college: dado, Holland blue; upper walls, canary yellow; ceiling, off white with a slight touch of pink.

For the second floor: dado, mist gray; upper walls, pink; ceiling ivory.

For the first floor: dado, spring green; upper walls, canary yellow; ceiling, white.

The Holland blue from the third floor is brought down the stair wells to blend with the mist gray on the second floor. Similarly, the mist gray descends to meet the spring green on the dado of the first floor. The second floor color combination is the most attractive of the three. Looking down a corridor the effect of the color scheme is very striking.

This is a day of color. Before the war started industry was using attractive color combinations to give sales appeal to a variety of products. The schools are the proper place in which to build this color consciousness and create a demand for really beautiful goods when production begins after the end of hostilities. In general, the schools have failed in this and have done little to develop appreciation. We have been the most traditional of all in our use of color, when we should have led in the procession.

### A UNIFORM FOR JANITOR-ENGINEERS

L. O. Thompson<sup>1</sup>

Some years ago, someone suggested a standard uniform for janitor-custodians and janitor-engineers—dress uniform different from any other national groups.

This uniform consisted of black shoes properly shined, dark trouser, black belt with no visible suspender, gray dress shirt, black cloth bow tie, and everything neat and clean. It was of course, expected that the usual tonsorial attention be given, such as a daily shave and hair combed after a recent hair cut.

In many parts of several states this uniform has been adopted and is being used to good advantage. In many places, it is compulsory and is furnished by the board of education or the institution responsible.

There are times in the janitor's work when he cannot wear the uniform without soiling it, or otherwise making it unrepresentable. When these times occur he changes to more common clothing or slips on his coveralls. However, during school hours, when he is seen in the halls or schoolroom, or on his way back and forth from home, he wears the uniform.

The men themselves like the idea, because it takes them out of the old type overall class, puts them into the modern up-to-date janitor-custodian, or janitor-engineer group. It makes them think first of their own personal appearance, which is the first step necessary in learning how to keep the appearance of their building up to standard. The man who cannot keep his body clean will never do a good job in keeping his building clean.

<sup>1</sup>Los Angeles, Calif.

Wearing of a uniform does something to a man's thinking. Policemen, firemen, and other community groups find it advantageous to keep themselves attired in neat uniforms. They spend a great deal of time and money in this effort because they know it pays. It gives the men pride and teaches them the value of proper care of their person as an aid to rendering good service in their work.

Last but not least a janitor-custodian, or janitor-engineer, neatly dressed in this suggested uniform commands respect from teachers and pupils, as well as arouses a desire on their part to cooperate in the care of their building.

### MAUMEE SCHOOLS ADOPT PREINDUCTION COURSES

The board of education at Maumee, Ohio, has introduced a health and physical fitness program in the high school which has attracted wide attention due to the emphasis placed on the immediate needs of boys and girls at this time. An obstacle course for high school boys has been established, based on the requirements of the Army and Navy.

Many of the high school courses have been converted into preinduction courses, and a number of new courses have been added to the schedule for the next year. Special emphasis has been placed on radio, electricity, shopwork, automotive mechanics, and mathematics. New equipment for radio communication work has been purchased. A preflight course in aeronautics has been operated during the year with marked success.

As part of its wartime program, the school board has increased the basic salaries of all teachers for the year 1943-44, the increases ranging from \$150 to \$300 each. This is the fourth salary adjustment since December, 1941.

### YOUTH EMPLOYMENT IN WARTIME

The War Manpower Commission has formulated a statement of national policy as a guide to the employment of youth under 18 years of age to augment the manpower resources of the nation.

The Commission's policy statement is predicated on the belief that "the first responsibility and obligation of youth under 18 even in wartime is to take full advantage of their educational opportunities in order to prepare themselves for war and postwar services and for the duties of citizenship."

To insure that those who do enter employment will make the maximum contribution to manpower needs consistent with the protection of their health and welfare and the development of their abilities, certain standards are proposed. These relate to minimum age for employment, hours and conditions of labor, special safeguards for youth attending school and working part time, and recruitment of youth to work away from home.

The policy statement which follows the trend of child-labor legislation in recent years is as follows:

1. A minimum age of 16 for employment in manufacturing and mining occupations.
2. A minimum age of 14 for employment as part of the hired labor force.
3. In-school youth to be employed only to the extent that the combined school and work activities involve no undue strain.
4. In-school youth not to be employed during school hours unless the man-power director has determined that the temporary needs of an emergency character cannot be met by full use of other available sources of labor.
5. Employment of minors under 18 to be limited to work suited to their age and strength, avoiding especially occupations hazardous or detrimental to their health or welfare.

Workers under 18 years of age are in special need of limitations on hours. To prevent employment of young workers from adversely affecting work opportunities for adults, the policy calls for minors under 18 to be paid wages paid adult workers for similar job performance.

In the case of part-time employment of school children outside of school hours, the War Manpower Commission policy would require that school and work activities do not involve undue strain, and that combined school and work hours, at least for children under 16, do not exceed eight a day.

The standard set by the statement of policy requires that the work of minors under 18 be limited to hours not detrimental to health and welfare. Loss of sleep is considered more serious for young persons who have not attained full growth. Nightwork reduces work satisfaction and lowers morale.

### DEMING SCHOOLS ADJUST PROGRAM TO THE WAR EFFORT

The public schools of Deming, N. Mex., have adjusted the school program to the war effort. A new course in the fundamentals of electricity is being offered for the first time, under the direction of R. J. Reed, a practicing electrician. A course in preflight aeronautics has been provided, with weekly lectures on various phases of aeronautics. A course in international code is being taught with the aid of phonograph recordings. The physical-education program has been revised to comply with the physical-fitness requirements of the Victory Corps program. Boys of the upper high school classes are receiving regular instruction in calisthenics, endurance tests, and competitive sports. The commercial department is devoting considerable attention to military correspondence.

The schools are participating in the rural war-training program and are conducting classes in repair, operation, and construction of farm machinery, and in production, conservation, and processing of food for farm families.

### OCEANSIDE SCHOOL PROGRAM GEARED TO THE WAR EFFORT

Under the direction of Supt. Walter S. Boardman, the school program of the junior and senior high schools in Oceanside, N. Y., has been geared to the war effort, and to the demands of the future in the postwar period following the end of hostilities.

Faced with the needs of the hour but mindful of the future, the teachers on the school staffs have prepared themselves for work in new fields, but are continuing to render service to the citizens of tomorrow. An English teacher is working part time in aeronautics but continues to teach English classes. An art teacher works in an aircraft plant but continues to teach mechanical drawing and art. A French teacher teaches the radio code, but keeps on teaching French. The physics teacher is continuing in the work since this work is considered to be of great value. The gymnasium period has been lengthened and broadened in scope to meet the requirements of the physical fitness program.

Graduates of the high school in June, 1943, will be quite different from those of two years ago. Many will have completed the high school course in three years. All of the graduates will have had practical training for the work they now face, and they are also prepared to go on to college when the opportunity presents itself, or to take up places in a peacetime business world.

### THE JOB AHEAD

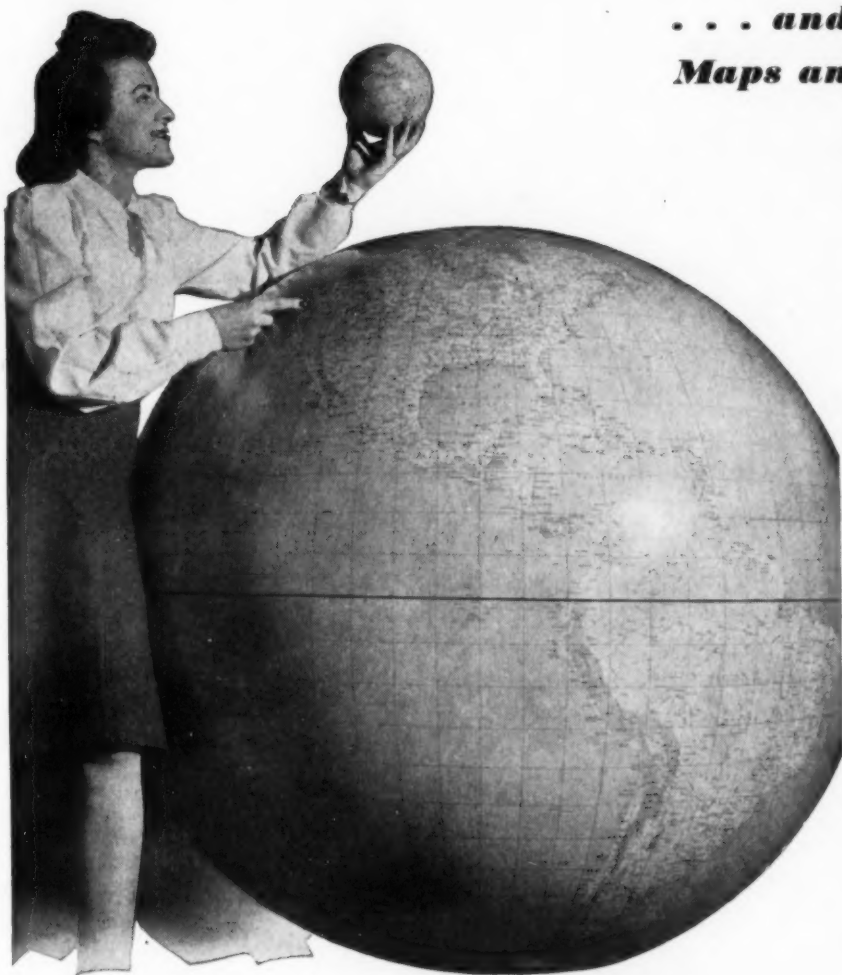
The government has done a gigantic job in the conservation of rubber and gas to win the war; someone must do an equally big job in the conservation of childhood and youth to win the peace.

— JOHN A. SEXSON, Pasadena, Calif.



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This photograph shows the "POLAR VIEW WORLD GLOBE with the "Great-Circle-Meter" mounted on the horizon ring. Since the globe ball may be moved freely in any direction or be completely removed from the base and held in the hand for closer study, the tracing and measurement of great-circle routes is easily done.

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## School Board News

### RESPONSIBILITIES OF THE SCHOOL DIRECTOR IN WARTIME

These are days when school administrators should be told what they can do, and not constantly told by school boards what they cannot do. A school director's greatest responsibility in this wartime emergency is the maintenance of the schools' physical plant and the adjustment of the program in the face of constant changes in the school personnel.

Mrs. William H. Biester, Jr., member of the board of education at Upper Darby, Pa., speaking before the Schoolmen's Week, in Philadelphia, on March 24, took for her subject, "Responsibil-

ities of School Directors in Wartime." Mrs. Biester pointed out that a school director's first responsibility is to work unceasingly for the best interests of boys and girls, and secondly, for the teachers. A school director, said Mrs. Biester, must see to it that there is adequate equipment in the schools. It is also true that the students need direction from men and women whom they respect—personally and professionally.

"War days can accomplish much," said Mrs. Biester. "This time is the perfect opportunity to merge school interests with community interests. A joint recreational program making all the playgrounds and equipment available is a perfect setup which can be easily worked out."

"Again, the school plant can be used for all sorts of activities related to the war emergency program—for air-raid wardens, for Red Cross classes, for canteen work. The school plant may

also be used as an auxiliary hospital in time of an emergency."

The wartime emergency has created many special problems which school directors should recognize and try to understand. Mrs. Biester called attention to the acceleration of the school program, to the need of revising the courses and adding new courses for the benefit of older youth about to be inducted into the armed forces, for the nonacademic and the maladjusted pupils.

"The school director," declared Mrs. Biester, "must cooperate with the administrative personnel in developing clearly defined and effective school policies. He must give attention to the morale of school personnel, especially as it relates to salaries, rising cost of living, and working conditions. He should try to understand the teacher's problems and be willing to break down barriers."

In emphasizing the need for community support, Mrs. Biester held that a school director should develop and publicize school policies and programs so as to build up strong community support for the school system. He should initiate and support legislation which will promote progress in school administration. All in all, a school director who truly endeavors to live up to his responsibility can become a good public servant in wartime as well as in peacetime.

## FOR AMERICAN FIGHTERS



## Sound Movies... IN THE JUNGLE

The above illustration is based on an actual set-up in New Guinea, one of a chain of theatres in which Red Cross Field Director James Stewart projects the latest sound films to American and Australian front line fighters.

Today, the Special Service units provide each overseas division of the U. S. Army with several complete portable 16 mm, sound projector outfits. Films are rushed to the various fronts via transport planes. In

this way, U. S. fighters from the Aleutians to Tunisia, who consider movies as important as food, are thrilled with the cream of America's best and latest motion pictures.

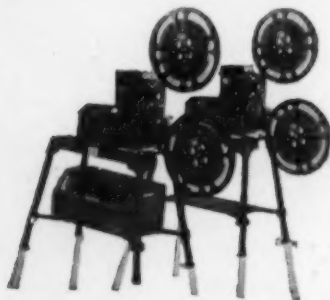
The Ampro Dual Unit here illustrated known as the "J Kit" is standard equipment for Special Service Units. In addition, thousands of Ampro 16 mm. projectors are being used in training men in the Army, Navy and Air Corps. Ampro facilities are engaged 100% in producing projectors and other precision equipment for the U. S. War effort. Ampro engineering is going ahead at full speed. To keep in touch with the latest developments in 16 mm. projection, make certain your name is on the Ampro mailing list.

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### PASCAGOULA ADOPTS LARGE SUMMER PROGRAM

During the current summer, the school board at Pascagoula, Miss., will begin the operation of an extensive summer program, the first classes to start on June 1. The summer school will provide an accelerated program for high school students, permitting students of the upper half of the tenth grade to complete the high school course in three years and one full summer unit.

The general high school program has been stepped up to meet the needs of the war emergency. A number of preinduction courses have been added, and the content of the other courses has been revised to meet the needs of the war-training program.

The board is also carrying on a program of adult education, in which courses in various subjects are being offered to adults. During the past two-year period ending in March, 1943, similar courses were offered to more than 3000 persons. Most of the courses are trade-training courses which have led directly to employment in local war industries.

The schools, under the direction of Supt. T. R. Wells, are carrying on an in-school teacher-training program, which has been in operation since October, 1942. This program has proved of great help to elementary teachers and has obviated the use of teachers long out of service and others who did not meet the normal standards of the school system.

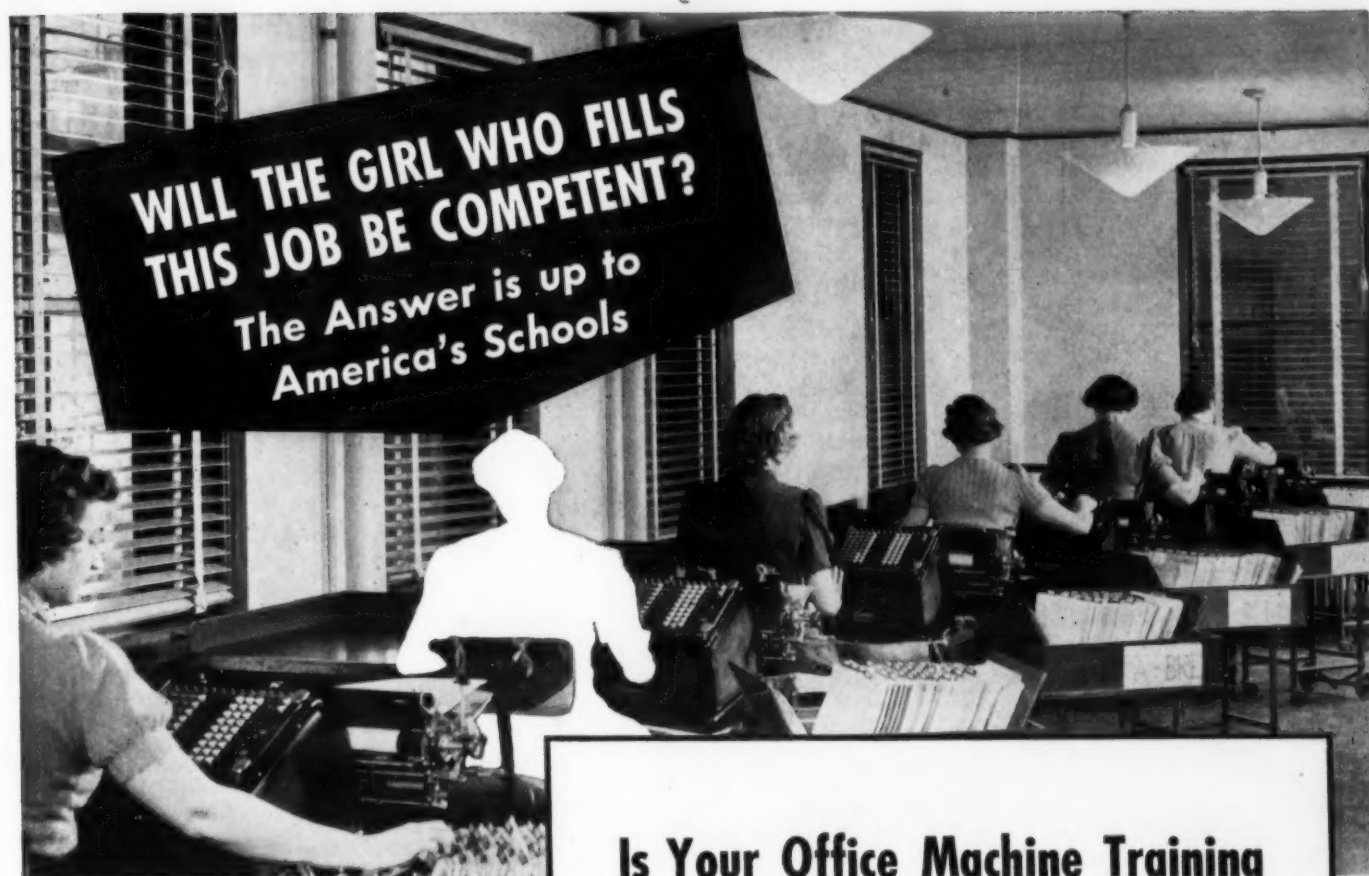
A new elementary school was completed and occupied with the opening of the second semester. This building, which cost \$130,000, is located in a federal housing area. It comprises 12 classrooms, in addition to an auditorium, a cafeteria, a teachers' rest room, and the principal's office. The building houses 750 children of warworkers and is operated on the double-shift plan.

### SCHOOL FINANCING TOO SMALL IN UNITED STATES

American school systems are not spending sufficient money on education, according to Dr. Paul R. Mort, of Columbia University, who delivered an address before the Wisconsin School Boards Association at its meeting in Milwaukee on April 9.

"The typical school system," he said, "is spending from one tenth to one quarter of what it ought to spend on education. We have fooled around on this job of education for a century and a half. We must pray now that it will not be too little and too late. We have a namby-pamby attitude toward financing education, as in other things. We aren't facing the real facts of finance in this matter. We've got to reach down into our pockets and sacrifice."





### MANY SCHOOLS ARE TAKING THESE STEPS

Making continuous use of machines during regular classroom hours; providing additional practice periods and short courses for special and post-graduate students.

Expanding the curriculum to include evenings and Saturdays, so that a greater number of students can be trained in machine work.

Using the most modern practice texts and other teaching materials; improving training procedures so that students may attain a maximum of skill in the shortest time.

Teaching the up-to-date office machine short-cuts and operating techniques that are used today in war industries and government offices.

Making a wider range of skills available to students by increasing the number of elective courses which provide machine training.

### Is Your Office Machine Training Geared to Wartime Needs?

Today, in most industrial and governmental centers, the shortage of trained office machine operators is so acute that employers are being forced to accept applicants whose knowledge of office machine operation is not sufficient to produce the best results.

America's schools can aid government and industry, not only by urging more students to take machine training, but by speeding up training so that students become competent operators in a shorter time.

In studying how your school can best meet this critical demand, let Burroughs help you. The Burroughs Educational Division offers practical assistance in getting the maximum classroom use out of your present machine equipment; can advise you on the newest operating techniques, practice programs, texts and materials. Call your local Burroughs office, or write to—

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# Burroughs

## School Law

### School District Government

Members of school committees in Massachusetts are "public officers" charged with important duties and deriving their power in the first instance from the electorate but are subject to any reasonable and proper check upon the exercise of their statutory powers imposed by the legislature. — *Gorman v. City of Peabody*, 45 Northeastern reporter 2d 939, Mass.

### School District Property

A Kentucky statute providing that a board of education may set aside funds to provide for

liability and indemnity insurance against the negligence of the drivers of school buses owned or operated by the board does not make a board of education liable for the torts of its agents and employees, but permits the board to be sued and a judgment to be obtained, which when final, shall measure the insurance carrier's liability to the injured person for whose benefit the insurance was issued, and which cannot be collected out of school funds. KRS 160.310. — *Taylor v. Knox County Board of Education*, 167 Southwestern reporter 2d 700, Ky.

### Teachers

The Minnesota Teachers Tenure Law should be construed in harmony with its purposes, which are stability, certainty, and permanency of em-

ployment, but it should not be construed so as to subordinate paramount rights and welfare of public and school children to those of teachers, or so as to destroy the right of school boards to determine matters of policy. Minn. st. 1941, §§ 130.22 to 130.20. — *State ex rel. Ging v. Board of Education of City of Duluth*, 7 Northwestern reporter 2d 544, Minn.

The Minnesota Teachers Tenure Law was not intended as a guaranty of continuous employment during good health and good behavior regardless of whether the number of pupils or the availability of positions justifies the continued retention of teachers. Minn. st. 1941, § 130.25. — *State ex rel. Ging v. Board of Education of City of Duluth*, 7 Northwestern reporter 2d 544, Minn.

Where a decrease in enrollment of pupils necessitated a reduction of the teaching staff, whether younger or older teachers should be retained was within the discretion of the school board if it acted in good faith. Minn. st. 1941, § 130.25. — *State ex rel. Ging v. Board of Education of City of Duluth*, 7 Northwestern reporter 2d 544, Minn.

A school board, in removing a teacher, is a "quasi judicial body," but it does not lose its identity as an "administrative body" and become a "court," and hence regularity of its action cannot be tested by strict legal rules prevailing in court proceedings. Minn. st. 1941, §§ 130.22 to 130.32. — *State ex rel. Ging v. Board of Education of City of Duluth*, 7 Northwestern reporter 2d 544, Minn.

The board of education of the city of Camden had the right to suspend or repeal a salary schedule providing for annual increments, since the establishment of the schedule was not a conclusive and irrevocable act. N.J.S.A. 18:13-5. — *Greenway v. Board of Education of City of Camden*, 29 Atlantic reporter 2d 890, affirming 28 Atlantic reporter 2d 99, 129 N.J.L. 46, N. J.

"Increments" under a salary schedule adopted by the board of education of the city of Camden are the periodic, consecutive additions or increases which do not become a part of the teacher's salary until they accrue under a rule making such a provision, and hence, until accrual, the modification or repeal of such a rule does not constitute a reduction of a teacher's current "salary" within the meaning of a statute enjoining local boards from reducing a teacher's salary. N.J.S.A. 18:13-17. — *Greenway v. Board of Education of City of Camden*, 29 Atlantic reporter 2d 890, affirming 28 Atlantic reporter 2d 99, 129 N.J.L. 46, N. J.

A rule of a board of education of a city providing for increments for teachers is a mere declaration of legislative policy that is at all times subject to abrogation by the board in the public interest. N.J.S.A. 18:13-5. — *Greenway v. Board of Education of City of Camden*, 29 Atlantic reporter 2d 890, affirming 28 Atlantic reporter 2d 99, 129 N.J.L. 46, N. J.

The transfer of a teacher who had acquired tenure from a high school to a junior high school, without a reduction of salary and without affecting his tenure rights, was not a "reduction of salary" of the teacher, though the maximum wage paid at the junior high school was less than the maximum salary paid in the senior high school. N.J.S.A. 18:6-20, 18:13-7. — *Greenway v. Board of Education of City of Camden*, 29 Atlantic reporter 2d 890, affirming 28 Atlantic reporter 2d 99, 129 N.J.L. 46, N. J.

A teacher was employed by the board of education of Buffalo to teach social subjects in a vocational school, but who first taught only manual training and shop subjects, and who attained the maximum salary for vocational teachers while so teaching, was entitled to the classification of a "vocational teacher" on the salary schedule established for vocational teachers, notwithstanding the fact that the teacher subsequently taught nothing but academic subjects. N. Y. Education Law, § 884. — *Chapin v. Board of Education of City of Buffalo*, 39 N.Y.S. 2d 161, N. Y. App. Div.

**MONROE OPERATION IS THE KEY TO A WAR TIME JOB**

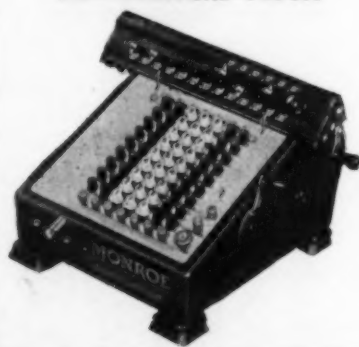
The mighty surge of war production carries with it a load of figure work that is breaking all records. Want ad after want ad asks for employees that know Monroe operation—the schools that are meeting this demand are helping to win the war.

Because Monroe man-power and materials are now concentrated on making direct munitions of war; new Monroes are not available. But the Monroes you now have were built to last for years; and we offer all schools using Monroe machines these definite wartime services at a nominal cost.

1. Guaranteed Maintenance Service through regular inspections by trained mechanics who will keep your Monroes operating efficiently.
2. A 30 Lesson Office Practice Course in the elements of business arithmetic and Monroe operation.
3. An advanced School Manual of Instruction of 200 pages that will help you give the increased training needed to meet the wartime demand for figuring skill.

4. Advice on special problems for advanced classes. To use your Monroes to the full and to keep them operating day in and day out—take full advantage of Monroe's wartime service. Call the nearest Monroe branch for full details or write to our Educational Department.

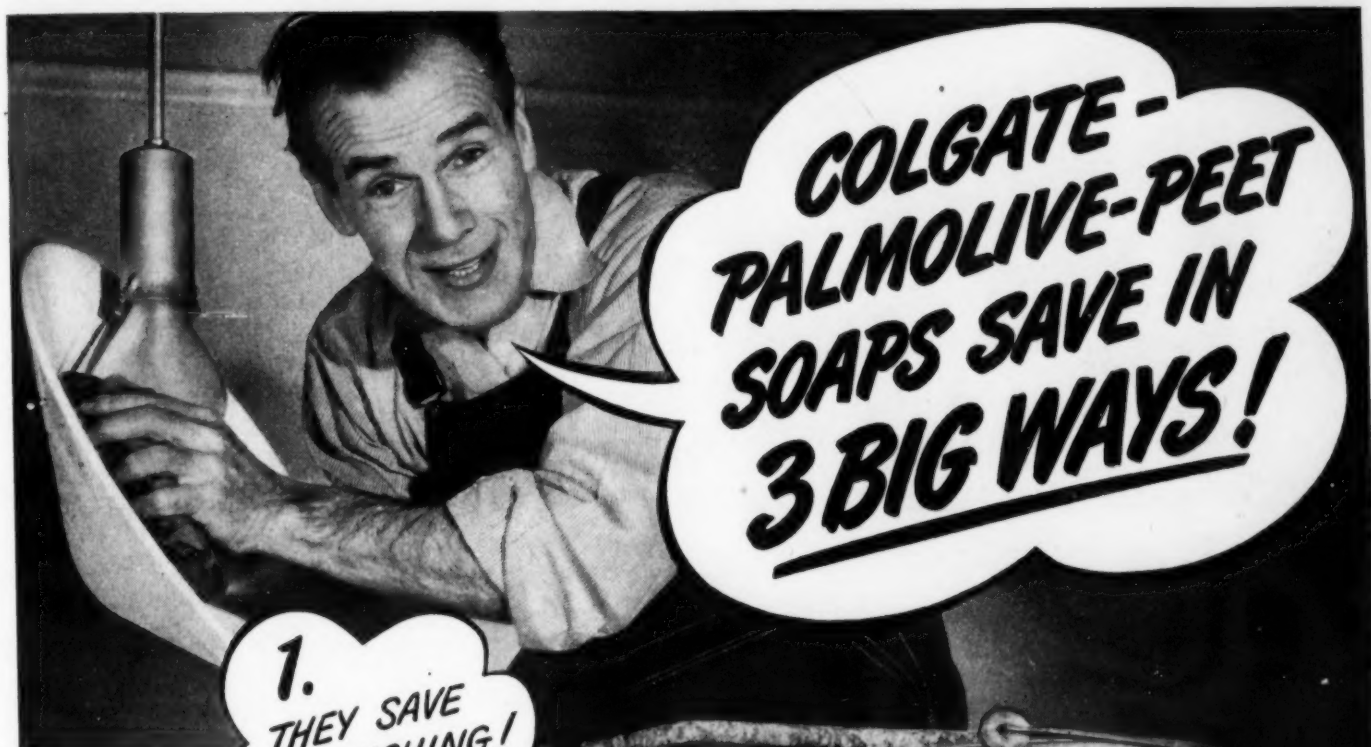
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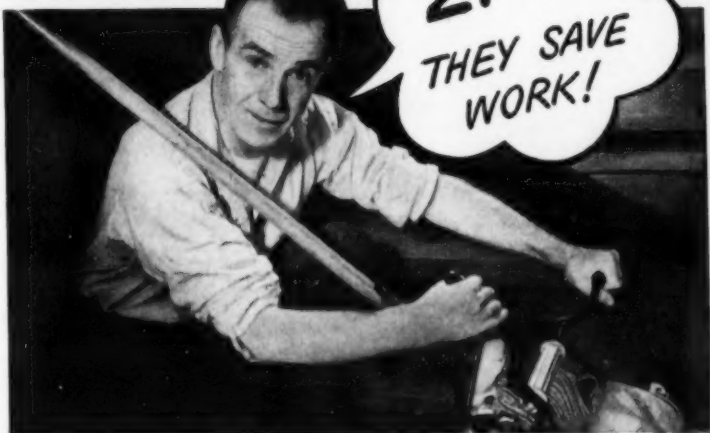


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IT PAYS TO standardize on Colgate-Palmolive-Peet maintenance soaps, as many large schools have discovered. For one thing, we have the right soap for every type of cleaning job. And, there's the convenience of getting all your soaps from one dependable source.

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Before you order your next supply of maintenance soaps, call in a Colgate-Palmolive-Peet representative and ask for details on the full line of C.P.P. maintenance soaps. Or write direct to our Industrial Department at Jersey City, N. J.

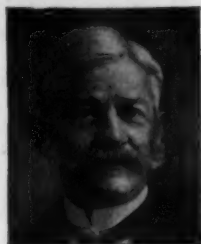
**3.  
THEY SAVE  
MONEY!**



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made of tough fibers — wear resistant and waterproof — receives this frictional wear — helps to hold bindings in place and strengthens the entire book.

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## **HOLDEN PATENT BOOK COVER COMPANY**

Miles C. Holden, President

Springfield, Massachusetts

### *School Board Conventions*

#### **LOUISIANA SCHOOL BOARDS MEET IN NEW ORLEANS**

The sixth annual convention of the Louisiana School Boards Association was held March 22 to 24, in New Orleans.

After Brig. Gen. Stephen D. Henry talked on the topic, "What the Schools Can Do to Expedite the Training of Army Technicians," a symposium was held dealing with the schools in wartime, including discussions of the teacher shortage, transportation, federal aid, changes in school lunch program, and curricular redirection.

John E. Coxe, state superintendent of education, told the convention that schools are in healthy financial condition and attributed the situation primarily to increased severance tax collections. He predicted that there will be no reduction in the state school funds for the 1943-44 school year.

In his address of welcome, Theodore O. Hotard, of New Orleans, called for city and country parish harmony in school elections. J. E. Verret, New Iberia, in his presidential report, touched on teacher tenure, asserting that nobody wants to repeal the tenure law.

Maj. Gen. Campbell B. Hodges, in an address, said he hoped a state-wide program would be initiated whereby outstanding high school seniors would be placed in university or college during their senior years, earning their high school diplomas and one year's college credit at the same time. He recommended the introduction of basic reserve officers' training corps courses in high schools. He presented recommendations for more preinduction and vocational training in high schools.

Sam H. Jones told the school-board members that there must be an intellectual awakening in the Southland. An intellectual awakening, he said would bring more agricultural and trade schools to the South, thereby revitalizing the vast potentialities of the southern states. "While we've made progress," he said, "we haven't begun to tackle the social and economic problems that face us."

Rev. P. A. Roy, S.J., president of Loyola University, issued a warning against Washington's taking over the nation's educational system. He refuted the charge that the educational system was to blame for the depression and the war, by pointing out that under the educational system, the nation has grown and prospered to a degree enjoyed by no other nation. Two improvements were urged, namely, placing greater emphasis on spiritual principles and the creation of more courses in agriculture and the trades in secondary schools.

Dr. Marten ten Hoor, of Tulane University, urged the need of moral training and guidance in the primary and secondary school training as an investment in future good citizenship and leaders who will be capable to cope with post-war problems.

H. A. Norton, of Calcasieu Parish, led a discussion on the teacher-shortage problem, telling of the re-employment of married teachers to aid in filling vacancies. C. E. Laborde, led a discussion on transportation problems.

Mr. J. J. Doles, of Bossier Parish, said we must assume the position of sentinels on the Tunisian front. He stressed the responsibility for training the youth to take their part in the war effort and the long-time job of preparing them to be good citizens rests with the schools.

The three-day convention closed with the election of officers. The new officers are: president, J. F. Hennigan, Fields; vice-president, John J. Doles, Plain Dealing; and secretary, Fred G. Thatcher, Monroe.

#### **SALIDA SCHOOLS PROMOTE DISTRICT MUSIC FESTIVAL**

For a number of years the members of the high school glee clubs at Salida, Colo., have promoted a district music festival at Pueblo, taking about 100 pupils of the music department to the gathering. The glee club members paid the expenses of the trip each year out of proceeds from musical programs they conducted.

Last year transportation was not available and the students decided to bring the critic judge to them. They paid the expenses of Mr. Noble Cain, a well-known music critic, who held a two-day music clinic, working entirely with students in the music department.

The affair, concluded with a free recital of over one hundred voices, was open to the public on the second evening. The recital proved so popular that the plan is being tried again this year and the students are bringing Mr. George Howerton, of Northwestern University, to the city for two days in May. He will carry out the plan set up last year, closing the affair with a school concert.

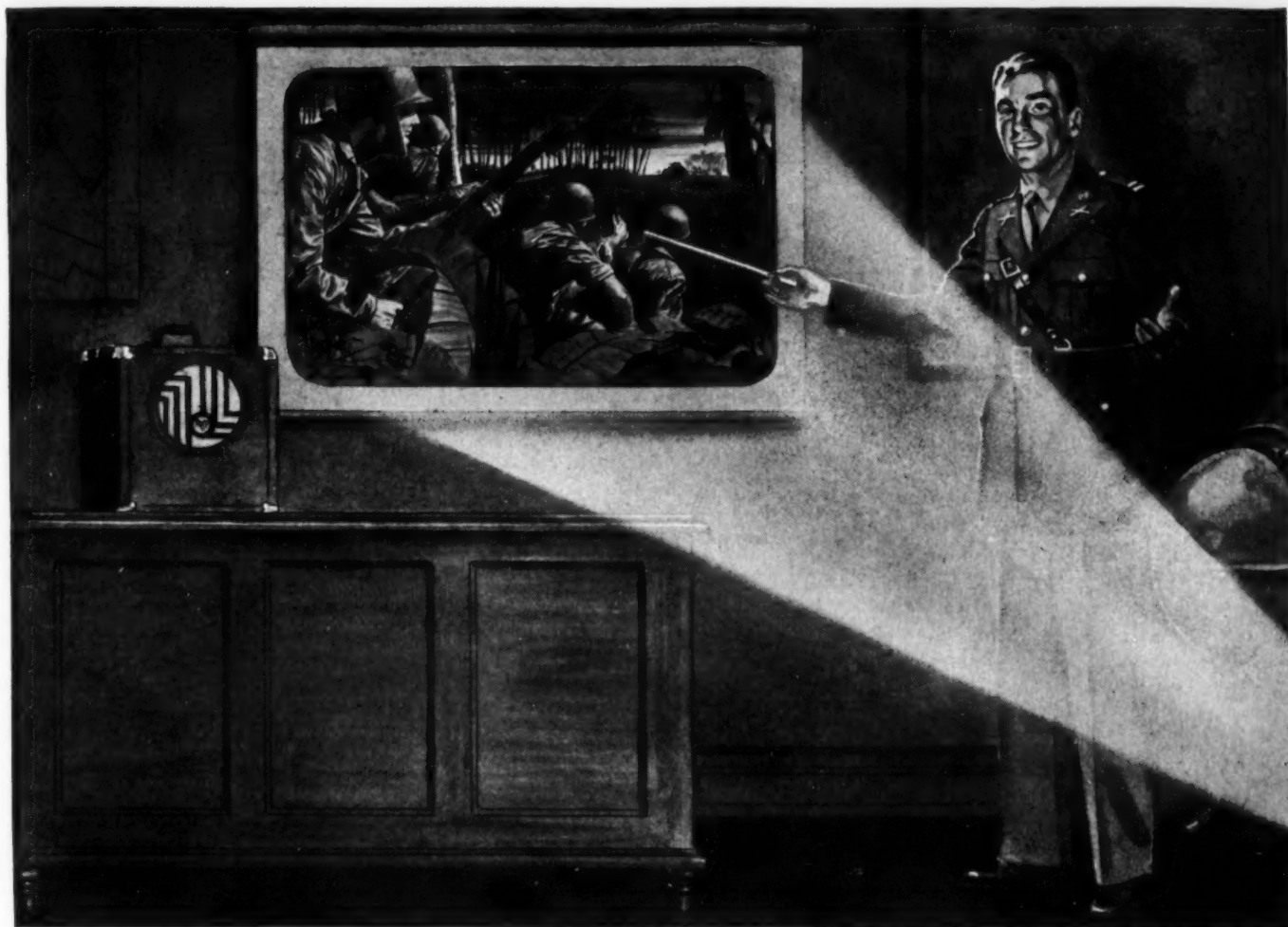
The entire expense is being financed by the students from the proceeds of a number of musical programs held throughout the past year.

#### **BOARDS OF EDUCATION**

► Minneapolis, Minn. Harold J. Sand has been appointed director of personnel for the public schools. Mr. Sand was formerly administrative assistant to Supt. N. B. Schoonmaker.

► Crawfordsville, Ind. The school board has approved plans for a summer school, to be conducted over a period of nine weeks. The school is intended for high school students, to make it possible for them to graduate before their entrance into industry or the armed forces. The courses are largely required subjects for graduation and include English, mathematics, and social studies. Classes will be organized in any of the other departments where there is a sufficient demand.





## A TIP FROM THE WORLD'S NO. 1 TEACHER

No educational program in history has been so vast, so complicated,—or so successful—as that now being carried on by the United States Army. It has truly become the World's No. 1 teacher—No. 1 in size, No. 1 in scope, No. 1 in importance.

What does this mighty and modern teacher say about audio-visual aids? The answer is found in the fact that in every training center in the country, audio-visual aids are employed. Literally millions of "students" have had more thorough, more interesting, more effective training because of their use. In many cases, training time has been reduced by as much as 40%!

In the words of the Basic Field Manual, audio-visual aids "teach through the eye and ear combined, and by thus utilizing two of the physical senses compel interest and impress a lasting picture of the lesson or lessons presented."

When peace returns, and RCA Audio-Visual equipment is again available for America's schools, you will undoubtedly want to make them an integral part of your

teaching procedure. The time to prepare for that is *now*. There are many steps you can take *today*, to make sure you will derive the maximum benefits from audio-visual aids when you finally obtain them.

To this end, RCA offers its Advisory Service to all teachers, supervisors, and school administrators, without charge or obligation. Clip this coupon for complete and timely information about this important educational development.



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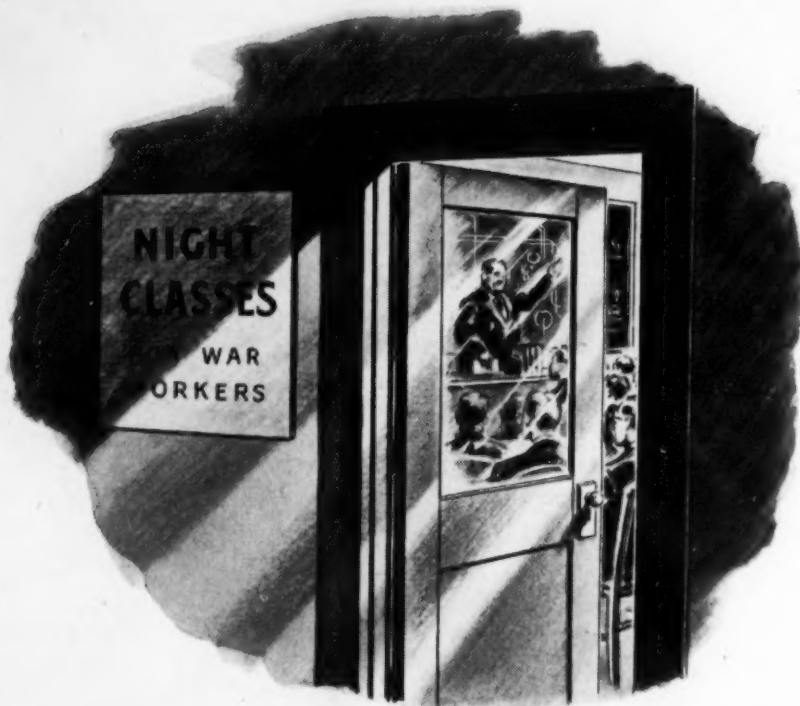


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## HAS ROUND-THE-CLOCK ACTIVITY INCREASED YOUR MAINTENANCE PROBLEMS?



*... here's how you can save cleaning time on floors*

**P**LAYING host night after night to local defense activities and wartime classes is bound to put a strain on your maintenance crew. Those extra hours mean more cleaning work . . . with less time to do it. But it's a situation you can relieve—right now—without hiring a single new janitor. Install easy-to-care-for Armstrong's Linoleum.

### Cuts Maintenance

Yes, this one step alone will cut your maintenance job way down, for floors are your biggest cleaning area. And Armstrong's Linoleum is the simplest of floors to care for. Just a daily sweeping, an occasional washing and waxing, are all these floors need to keep them spotless and gleaming.

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Longer school hours mean extra wear and tear on your floors, too. And here

again, you'll appreciate Armstrong Floors. Though comfortable underfoot, they're sturdy and durable . . . built to take heaviest traffic and come up smiling.

### You Can Get Your New Floor Today

You won't have to wait to enjoy all the attractive, labor-saving features of an Armstrong's Linoleum Floor. Just call up your nearest linoleum merchant today. He'll give you facts, figures, and quick service. And if you want to see similar floors in all types of school and other interiors, send for your free copy of our new, color-illustrated booklet, "Better Floors." Address requests to Armstrong Cork Company, Floor Division, 2005 State Street, Lancaster, Pa.



THE ARMY-NAVY "E" flies over our Lancaster factories. It was awarded for excellence in the production of shells, bombs, aircraft parts, and a wide variety of other vital war materials.

## ARMSTRONG'S LINOLEUM LINOFLOR AND LINOWALL

Custom Laid or  Standard Designs

## THE PROCUREMENT OF SCHOOL BUSES

(Concluded from page 45)

1942. It seems that most of these, probably as many as 1400, are in or will go into worker transportation. Since March 9 only 51 new school buses have been released for school service, and from January 1 to March 9, 1942, as more demands are made for worker transportation, it will be necessary to give more attention to increasing the utilization of existing equipment. Buses owned by special groups and held for special trips only have been idle for a number of months. Other buses may be released from some school units as the routes are reorganized limiting service to that contemplated by the November 16 statement of policy issued by the ODT. An effort should be made to have all idle school buses reported on Form CWN-3 in order that local allocation officers, district managers, and chief state school officers may have information relative to buses which may be available for use in transporting children to and from school.

Prior to September 20, 1942, there were no restrictions on the purchase of new school-bus bodies. In several states a few additional school buses were acquired by purchasing used trucks, removing the cab and body, and mounting a new school-bus body. This proceeded until September 20, at which time the scarcity of bodies became acute and a freezing order was issued to regulate the release of the few remaining new bodies, so that they might be placed where they would make the greatest contribution to the war effort.

Since the date of the body freeze order, applications prepared on Form LT-3 have been received for 240 bus bodies. No doubt many other applications were prepared but were not acceptable to the chief state school officers or the local allocation officers. Of the 240 applications received in Washington, the release of 144 new bodies to 32 states were approved by February 28, 1943.

The procedure for handling applications for new chassis and bodies described in Chapter VI of the handbook, "School Transportation in Wartime," has been followed. This plan appears to be completely satisfactory. It gives school authorities an opportunity to investigate and report on local needs and to increase the utilization of available buses to satisfy the need if it is at all possible.

The schools are really releasing 7252 new buses to city and intercity service out of 1942 production, if it is assumed that the schools might have purchased the same proportion of the 14,834 buses produced which they purchased the preceding year. These 7252 new buses taken along with the loss of approximately 4000 good buses which have been sold out of school service into warworker transportation, and the further loss of about 2000 buses which were so old they could not be continued in operation, indicate that the schools are now using from 10,000 to 13,000 new buses less than normal. It should also be noted that cooperative arrangements have been made by which school buses provide some worker transportation service in addition to the school service, involving an estimated 3000 buses.

Records of the ODT indicate that 356 applications for complete new school buses were received since March 9. No doubt many hundreds of applications in addition to this number were prepared, but were rejected by the chief state school officer or the local allocation officer, and therefore were not transmitted to the allocation section in Washington. Of the 356 applications received, only 51 actually resulted in releases of new buses from the pool by February 28, 1943.

► DONALD M. SHARPE has been elected assistant superintendent of the Joliet high school at Joliet, Ill. He succeeds Roosevelt Basler, who has become superintendent of schools.

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## Teachers' Salaries

► Spokane, Wash. The school board has voted to give a bonus of \$100 to the 750 school employees who have been with the school system for a full year on a salary basis.

► Britton, S. Dak. The school board has adopted a new salary schedule for teachers in the first six grades. Teachers in their first year without previous experience will receive \$105 per month; those in the first year, with experience, \$110; those in the second year, \$115 per month; and those in the third year, \$120 per month.

► Ravenna, Ky. A 10 per cent salary increase has been given to all members of the teaching staff.

► Methuen, Mass. The school board has revised the minimum and maximum salaries to give all employees receiving over \$1,000 a raise of \$200. The schedule makes the following changes in the scales: high school teachers; men, minimum \$1,900, maximum \$2,400; women teachers, minimum \$1,350, maximum \$1,950. Elementary teachers, minimum \$1,200, maximum, \$1,750; elementary teachers, minimum \$1,200, maximum \$1,700. The maximum of the superintendent was set at \$4,200, and the principal of the high school at \$4,000. The principals of other schools had their maximum salaries increased by \$200. Men supervisors had their minimum salary increased to \$1,900 and the maximum to \$2,400.

► Lynn, Mass. The school board has approved a new scale of salary increases, ranging from 12 to 5 per cent for teachers and school employees. Under the plan, employees receiving up to \$1,799 per year are given increases of 12 per cent; those earning from \$1,800 to \$2,600 are given 10 per cent more; and those earning from \$2,601 to \$3,000 are given an added 5 per cent.

► Alpena, Mich. The school board has approved a new salary schedule and a plan of sick leave for teachers to become effective next September. There will be increases in the base pay in all groups of \$100, and increases in the experience bracket of \$50 a year for seven years. The adjustments provide substantial increases for elementary teachers during the school year 1943-44. The sick leave which becomes effective next year provides five days of personal illness leave with full pay each year.

► Elgin, Ill. The board of education has voted to increase the teachers' pay scale by 5 per cent, to restore the schedules of professional employees. The increases which are limited to \$110 for the school year 1943-44 are retroactive to March 1, and are intended to meet the rise in cost of living.

► Chico, Calif. Substitute teachers in the schools have been given increases from \$5 to \$6 per diem.

► Pittsfield, Ill. The community high school board has reappointed all teachers and allowed increases to each member of the school staff. The increases range from \$75 to \$200, depending upon the position held by the teacher and the length of the service in the school.

► Manistique, Mich. All members of the teaching staff have been given increases averaging 8 per cent. The increases were made retroactive to March 1 and range from 5 to 15 per cent.

► Wichita, Kans. All teachers, supervisors, and principals have been given increases of \$200 for the current school year. Under the plan, \$140 was paid to each person on April 1, and the remainder will be paid in three regular pay checks. The increases will range from 7 to 15 per cent.

► Raton, N. Mex. The school board has voted to give a flat raise of \$200 to each teacher to compensate for the increased cost of living. The increases must be approved by the state budget auditor before they go into effect.

► Janesville, Wis. School employees, including teachers, janitors, and other employees, have been given a cost-of-living increase of \$150 for the current school year. The increase is in addition to \$100 given at the beginning of the year, making a total adjustment of \$250, paid at the rate of \$25 per month during a ten-month period.

► Ashland, Ky. The school board has adopted a new budget for 1943-44, calling for increases in the salaries of all school employees. Increases of \$12 per month will be given to 176 teachers and 17 janitors, beginning next September.

► Madison, S. Dak. The school board has adopted a new salary schedule, providing raises ranging from 7 to 12 per cent. Under the schedule, teachers receiving less than \$1,300 a year were given increases of \$150, and those receiving more than \$1,300 were given increases of \$100.

► Deming, N. Mex. The school board has raised the salaries of teachers approximately 10 per cent since 1939. However, since there was a 50 per cent turnover in teachers last year, it is apparent that it will be difficult to secure and retain teachers on the salaries which the school system is at present able to pay.

► St. Louis, Mo. All teachers and employees in the instruction and finance departments have been given salary increases of \$10 to \$15 a month for the remaining months of the school year. The increases will total \$58,000.

► Alvin, Tex. All members of the school faculty have been re-elected and given bonuses of \$150 each, to be paid at the end of the school year. The raises for the next year average 16.6 per cent, and the minimum salary will be \$1,500 for grade school teachers.



Wood floors are composed of millions of tiny cells. Unsealed, these little cells become receptacles for dirt and reservoirs for moisture, which eventually break down and rot the cellular walls. Properly sealed, these cells become the pillars which absorb the wear of traffic.

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not only meets the above conditions, but is quickly and easily applied—acid and alkali resisting—does not discolor the wood and gives greater economy in maintenance.

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**ACHIEVEMENTS OF MINNEAPOLIS PUBLIC SCHOOLS**

School boards all over the nation have been contending with huge drops in taxes that have threatened the closing of schools. Without any new source of revenue this year, the Minneapolis board of education has reorganized the school system, balanced its budget, and paid salaries in full for each working month during the year 1942-43. Clerks and janitors have been given pay increases. Morale is high because of full salaries and better working conditions resulting from the transfer of pupils and teachers from 17 closed buildings.

Dr. A. V. Overn, of the University of North Dakota, in a series of comments on the achievements of the Minneapolis public schools, points out that Minneapolis was especially fortunate at that time in being governed by a levelheaded

board of education. The eight citizens, most of them re-elected from time to time, deliberated together upon the confusing cross currents of opinion and agreed upon a constructive program. Because of the board's quick action, the children were saved from the less fortunate fate which befell those of Rockford and Dayton in 1941.

Forty distinct steps were taken to avert insolvency and save the schools for the children. A few of the more important of these steps are as follows:

1. Reduction of the administrative staff from 41 to 28.
2. Closing of one third of the plant administration building, thereby eliminating janitorial service and the cost of heating. This space has been rented to the U. S. Government for \$400 a month.
3. Gearing of the instructional service to the lowered pupil enrollment, involving a saving of over \$500,000,

with a loss of 291 teachers, and a drop in enrollment of over 16,000 pupils since 1933.

4. Elimination of operation costs through the closing of 16 half-empty buildings, the closing of vacant rooms, and the mechanization of services, thereby dropping 130 janitors, a saving of \$200,000.

5. Maintenance and improvement fund reduced \$100,000, because of a \$3,000,000 federal improvement grant during the depression.

7. Adult education put on a tuition basis and day and night school principalships combined. (The U. S. Government has furnished \$150,000 this year to pay for instruction in adult education for defense work.)

9. Elimination of the janitorial school.

12. Consolidation of the clerical services involving a saving of \$38,000.

15. Reduction of the repair bill. Due to the closing of 16 buildings and a number of rooms in occupied buildings, it will not be necessary to maintain as large a repair crew.

16. Elimination of equipment bill. Due to a tremendous amount of equipment available in closed buildings, it will not be necessary to spend tens of thousands of dollars for equipment in the future.

19. Repairs and improvements have been curtailed. Buildings are now in excellent shape.

21. Placing of lunchrooms on a self-supporting basis, eliminating \$30,000 of overhead in janitorial service.

22. Reduction in janitorial lawn services by \$19,000. The services are now mechanized.

26. Combination of band directors. The city high schools are working toward a combination of junior and senior high school band directors.

28. Summer schools have been put on a self-supporting basis. Pupils pay tuition.

32. A shift of 50 teachers in academic classes to industrial and physical-education classes. A large number of industrial and physical-education teachers have left for war activities and defense work, leaving a number of positions open.

33. Teachers have been encouraged to take leaves of absence in order to cut down the number of surplus teachers on the pay roll. Places will be available for these instructors when they return from war and defense activities.

40. By adoption of the recommendations of the survey committee of a 30-to-1 pupil-teacher ratio in secondary schools, the over-all pupil-teacher ratio has gone back to 32.2, as it was in 1931.

The emergency situation has been met and the decks are now clear for effective instruction. The school system is in a better position to concentrate its energy and resources on the problems of winning the war and preparing the boys and girls to win the ensuing peace.

The recommendations adopted have created better learning conditions for the pupils, and better teaching situations. Pupils were transferred in many cases from partly filled or obsolete buildings into better equipped structures. Classes were programmed more happily and economically, and many "rural" situations were eliminated.

In the economy program the forty recommendations adopted represent four types of economies: (1) a reduction of the number of men and women employed in the administrative, clerical, janitorial, repair, and teaching staffs in keeping with the reduced enrollment; (2) the closing of surplus rooms and buildings to save maintenance, heat, and janitorial service; (3) a simplifying of the organization to make the controls more direct, and to center authority in those who are given the responsibility; (4) a change in administrative arrangements for various services to make them more efficient and less expensive.

**NEWS OF OFFICIALS**

► The school board at Pembroke, Mass., has elected Mrs. DOROTHY THAYER as president, and Mrs. MARION RAY as secretary.

► JOHN B. STEVENSON has been elected president of the school board at Bettendorf, Iowa.

► ROBERT W. SHAPER, business manager of the school board at Cincinnati, Ohio, has begun his thirty-sixth year in the office.

► The school board at Greenfield, Mass., has reorganized with HARRY A. ERICKSON as president, and MILDRED I. SCHNEIDER as secretary.

► The school board at Sea Cliff, N. Y., has reorganized with L. D. SCHEU as president, and LESTER COOKE as secretary. Other members of the board are Mrs. REED SMITH, HAROLD LANGE, and ARTHUR BARNES.

Awarding of the coveted Army-Navy "E" to DeVry has a three-fold significance. First—it shows that DeVry is producing cameras and projectors which give theatre-like, trouble-free performance even under difficult war front conditions. Next—it shows how important motion picture education is to waging war and providing entertainment for our boys at the fronts. And finally—it shows what a splendid job instructors in business and industry are doing in preparing young men and women for immediate war tasks through the development and use of time saving motion picture films. When war-tested, war-proved DeVry motion picture sound equipment is available, you'll find it far beyond previously accepted standards of excellence. Keep your EYE on DeVry.

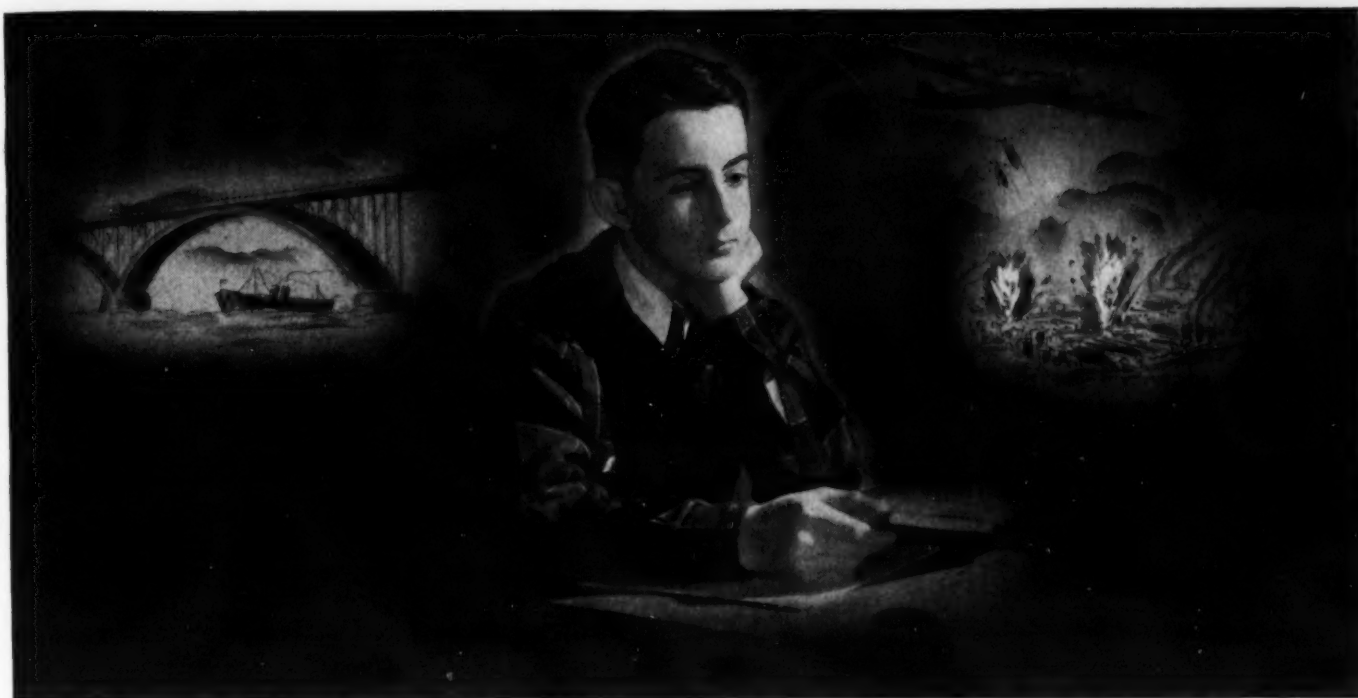
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## Personal News

► JAMES H. SULLIVAN has been elected president of the school board at Danvers, Mass. HAROLD F. STONE, was named clerk.

► KELSEY PETRO, A. H. SAVILLE, and COL. J. W. F. HUGHES have been re-elected members of the school board at Topeka, Kans.

► ARTHUR J. EDDY has been elected president of the school board at Boone, Iowa. DR. W. H. LONGWORTH has been elected a member of the board.

► O. E. HILL, formerly assistant state director of education for Ohio, has recently been elected superintendent of schools at Upper Arlington for a five-year term.

► DR. H. E. LEACH has been elected president of the school board at Avoca, Neb.

► SUPT. E. M. LAWRENCE, of Ralls, Tex., has been re-elected for another year.

► GEORGE M. O'BRIEN, of Richland Center, Wis., has been elected superintendent of schools at Two Rivers.

► SUPT. R. L. SMITH, of Harrison, Ark., has been re-elected for a two-year term.

► SUPT. M. S. KAVANAUGH, of Slaton, Tex., has been re-elected.

► SUPT. CHARLES A. MITCHELL, of Easthampton, Mass., has been re-elected for a three-year term.

► SUPT. ANGUS B. ROTHWELL, of Superior, Wis., has accepted a commission in the U. S. Naval Reserve as lieutenant, senior grade. VERNON E. VAN PATTEN will serve as acting superintendent during Mr. Rothwell's absence.

► DR. D. LLOYD NELSON has been elected assistant superintendent of schools in charge of business administration for the board of education of Los Angeles County, Los Angeles, Calif.

► The school board at Seattle, Wash., has reorganized with JAMES A. DUNCAN as president.

► PRESTON H. HOOD has been re-elected president of the school board at Somerset, Mass. H. FREEMAN BATES was re-elected as secretary.

► DR. A. W. COX has been elected as a member of the school board at Perry, Iowa, to succeed M. E. Jenkins.

► A. M. GLAHN has been elected president of the Glenbard high school board at Lombard, Ill. He succeeds G. H. Hill.

► The school board at Keokuk, Iowa, has reorganized with G. L. NORMAN as president, and FRANK J. VENNING as vice-president. W. C. CALVERT, FRANK C. PEARSON, and FRED H. RENNERT were re-elected as members.

► The board of education at Asheville, N. C., has reorganized with W. RANDALL HARRIS as president; E. B. ROBERTS as vice-president; S. M. CONNOR as business manager; and MRS. F. B. WILSON as secretary to the business manager. The other members of the board are W. M. SMITHERS, W. A. GOODSON, and MRS. T. ALLEN LUTHER.

► The school election at St. Louis, Mo., has resulted in the election of four members to the 12-member school board. The successful candidates were FRED H. BECK, DR. C. OSCAR JOHNSON, HUGO WURDACK, and DR. HERBERT O. WINTERER. Both Mr. Beck and Mr. Wurdack were former members.

► WILLIAM EUBANK has been elected president of the board of education at Sioux City, Iowa. The other members include DR. C. F. BERKSTRESSER, H. C. HARPER, OSCAR A. TOWLER, WILSON T. CLARK, MRS. ARTHUR SANFORD, and MISS ISABELLE SLOAN.

► DR. FRANCIS C. BATES has been re-elected as president of the school board at Milton, Mass.

► DANA COLLINS has been elected president of the school board at Rockland, Mass.

► The school board at Wapole, Mass., has elected AUSTIN I. HUBBARD as president, and HELEN L. GALLOWAY as clerk.

► The school board at Maynard, Mass., has elected JAMES J. LEDGARD as president, and PATRICK MCGRATH as secretary.

► The school board at Evansville, Ind., has reorganized with RALPH ROGERS as president; MRS. BERT D. HORN as secretary; and RODERICK MALCOLM KOCH as treasurer.

► The school board at Abington, Mass., has reorganized with GEORGE F. GARRITY as president, and H. PALMER BLAKE as vice-president.

► ALLEN HALEY has been elected president of the school board at Owensboro, Ky. RALPH WIBLE was elected vice-president, and MISS HELEN HILL was renamed secretary.

► DR. WILLIAM JAHSMAN has been elected president of the school board at Ferndale, Mich.

► ROBERT BAILEY and M. C. HICKEY have been elected as members of the school board of Russellville, Ark., to serve for three years.

► The school board at Neenah, Wis., has reorganized with C. W. LAEMMRICH as president; PETER BORENZ as vice-president; and REV. BENEDICT H. MARX as secretary.

► The school board at Las Vegas, N. Mex., has reorganized with DR. PAUL HENRY as president; MRS. LISLE HOSFORD as vice-president; MRS. M. E. NOBLE as clerk; and W. J. ROBERTSON as secretary-treasurer.

► The school board at Brookline, Mass., has reorganized with GEORGE E. HILLS as president, and MISS MARY ADAMS as secretary.

► The school board at North Attleboro, Mass., has elected F. LESTER HOLBROOK as president, and JAMES R. ORR as secretary.

► The school board at Milton, Mass., has elected DR. FRANCIS C. BATES as president, and JOSEPH GOOSTRAY as secretary.

► EDWIN HARRIS QUIGLEY, superintendent of schools at Montesano, Wash., died suddenly on February 22, after a heart attack. He had been superintendent of schools for the past seven years.

► SUPT. J. L. BOWES, of Beatrice, Neb., has been re-elected for the next year.

► MRS. W. P. McDERMOTT has been elected president of the school board at Little Rock, Ark. DR. R. M. BLAKELY was renamed as secretary.

### BRIDGES SUCCEEDS BRIDGES

Mr. R. E. Bridges, formerly principal of the high school at Fort Thomas, Ky., who was recently elected superintendent of schools in that city, will succeed Mr. D. W. Bridges, who is retiring at the close of the school year in June.

Mr. D. W. Bridges, who was 70 years old on January 20, 1943, is retiring after having reached the age of retirement. He is completing his twentieth consecutive year as superintendent of the Fort Thomas schools in June of this year. Formerly he was superintendent at Mayfield, Richmond, and Lancaster, Ky. His long period of service in the educational field covers 48 years of experience as a teacher and superintendent.

Mr. Bridges is planning on returning to his farm at Richmond after the school year.

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New York — (NANA) — The world has been brought to the classroom. Schools, universities, and today some 20 agencies in the government are using films to teach pupils—be they 7 years old or grown men—just about everything from first aid and the weather to handling a machine gun or fixing it when it jams. This new method, which is not as many believed in the beginning as a bread-snatcher from the teachers, is not only a wonderful medium of keeping the eyes and ears of the pupils, but has a great number of other advantages.

### Pupils Learn 20% to 60% more in less time

Yes—exhaustive research and experiment have proved that pupils learn 20% to 60% more in less time when the subject is visually presented with motion pictures as compared to other, more conventional teaching methods.

Could there be a better reason for making fullest possible use of your school projector? If subject material is a question with you, the answer to it is . . .

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## New Books

### New World Horizons

Edited by Chester H. Lawrence and illustrated with maps by Ray Ramsey. Cloth, 94 pages. Price, \$2. Silver, Burdett & Company, New York, N. Y.

This geography for the air age meets a real demand for geographic information. Maps are skillfully used to illustrate and clarify many problems. A number of original cartographic ideas have been introduced as a welcome departure from map making. The book is offered as a means of understanding world geography and as a basis for an intelligent study of existing conditions.

### Instructional Tests in Machines

### Instructional Tests in Electricity

Prepared by Benjamin C. Gruenberg. Paper, 16 cents each. World Book Company, Yonkers, N. Y.

These teaching tests cover the outline set up by the War Department for the preinduction training courses.

### Solid Geometry

By F. Eugene Seymour and Paul James Smith. Cloth, vii-263 pages. Price, \$1.60. The Macmillan Company, New York, N. Y.

This comprehensive text opens with a complete outline of plane geometry and concludes with an introduction to spherical trigonometry.

### How Many? How Much?

By David H. Patton and William E. Young. Paper, 117 pages. Price, 44 cents. Iroquois Publishing Company, Syracuse, N. Y.

A complete textbook in arithmetic for first-grade pupils, developed to meet modern requirements and the latest courses of study. Socialized problem groups will be found particularly attractive because they appeal to child interests. Review and progress tests and diagnostic and remedial drills are provided.

### General Drafting

By Clarence S. Haynes. Cloth, 94 pages. Price, \$1.50. Christopher Publishing House, Boston, Mass.

This two-semester, preinduction course takes up orthographic projection in the first half and isometric, cabinet, parallel perspective, and angular perspective in the second

part. Problems are taken from machine drafting situations.

### Fundamentals of Shopwork

By William H. Johnson and Louis V. Newkirk. Cloth, 200 pages. Price, \$1.32. The Macmillan Company, New York, N. Y.

This preinduction course is intended to provide high school seniors with experience in the use of materials and tools in the fields of metalworking, woodworking, and electrical work. A final chapter is devoted to ropes, splices, and knots. The simplest possible problems are suggested, and large and clear illustrations supplement the text.

### Elementary Avigation

By L. E. Moore. Cloth, 222 pages. Price, \$1.60. D. C. Heath & Company, Boston, Mass.

An experienced flyer offers in this book a one-semester preflight course for high school classes. Chapters embracing lessons on instruments, meteorology, contact flying, and dead reckoning precede the two important chapters on radio navigation and celestial navigation. Questions for discussion follow each unit; review tests follow each chapter. A comprehensive review examination is appended.

### The Thirteen American Colonies

By Southworth & Southworth. Cloth, 512 pages, illustrated. Iroquois Publishing Co., Syracuse, N. Y.

After a brief, though interesting and adequate, description of the various kinds of Indians who inhabited the Western Hemisphere when America was discovered, this modern grade school textbook studies in interesting narrative and descriptive style, all 13 of the colonies with their rivalries and their relations with Europe. An account of the French and Indian Wars closes the story of our colonial period.

The many, well-chosen illustrations accompanied by descriptive and narrative captions serve as a sort of pictorial history. To these are added 15 uncrowded outline maps. There is a preview to each chapter, also a brief summary and a modern test. At the end of the book are a table of important dates, charts of the colonies and the colonial wars, a complete pronouncing glossary, and an index.

### Our Surroundings

By Fowler, Collister & Thurston. Cloth, 768 pages, illustrated. Iroquois Publishing Co., Syracuse, N. Y.

Here is a new textbook in general science intended for grade 8 or 9. It covers briefly the elements of physics, chemistry, and biology, and their relation to life and living.

The chapters are introduced by brief statements to motivate study and are followed by questions for thought and discussion. Experiments are introduced frequently. While in wording and difficulty the book is kept on the level of the junior high school, yet some items of subject matter, particularly in biology, are too advanced for these grades.

### Fundamentals of Electricity

By William H. Johnson and Louis V. Newkirk. Cloth, 212 pages. Price, \$1.32. The Macmillan Company, New York, N. Y.

This is a preinduction course in electricity based upon the requirements of the War Department. The book seeks to develop manipulative skills, a knowledge of procedure and construction processes, a knowledge of the qualities and characteristics of materials, and habits of cooperation. The content is ample to provide ninety periods of instruction and offers 76 periods of directed demonstration discussion, nine periods of laboratory exercises, and five periods of review and tests.

### Materials of Construction

By Fryklund & Sechrest. Cloth, 288 pages, illustrated. \$2.75. The Bruce Publishing Co., Milwaukee, Wis.

The "related-information" material, which is a standard constituent of the various shop courses in modern schools, supplies a great deal of background and considerable culture to the student of technical or vocational subjects. Much of this information of general interest deserves a place in the reference library of any school.

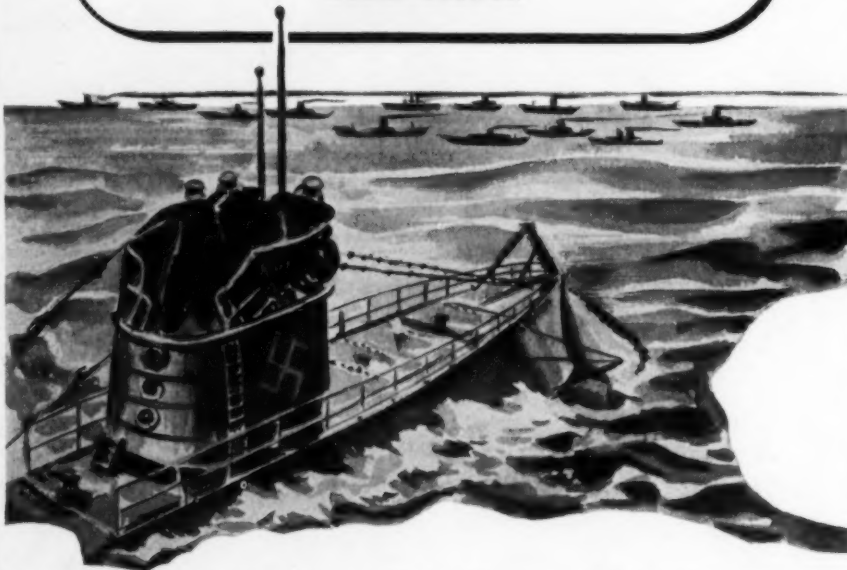
Here is a new book giving authentic information about 33 basic materials used in industry—such as iron and steel, ceramics and plastics, forest products, petroleum, plaster and cement, glass, etc. From firsthand knowledge gained through visits to factories and from other sources, the authors have presented clear and interesting descriptions of these products from the raw materials through the various processes by which they become useful to modern living.

### Sound Educational Credit for Military Experience

Paper, 35 pages. Published by American Council on Education, 744 Jackson Place, Washington, D. C.

A plan seeking to provide a sound basis for the granting of credit for the educational values of military experience. It is intended as a solution of the problem of readjustment of men and women entering the armed forces and involves secondary education as well as college instruction.

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## Publications of Interest to School Business Executives

### Heating, Ventilating, and Air Conditioning Guide, 1943

Cloth, xxiv-1160 + 90 pages. Price, \$5. American Society of Heating and Ventilating Engineers, 51 Madison Ave., New York, N. Y.

This is the twenty-first issue of a guide which has been rightly considered indispensable by engineers in the field of heating, ventilating, and air conditioning and by practical men who are responsible for the management of large existing buildings or the planning of projected new structures.

The Publications Committee in charge of the work has shown commendable courage in continuing its research and in ably making extensive revisions in the

guide. Approximately two thirds of the 47 former chapters have been revised, and 20 chapters have been completely rewritten. The changes involve primarily improvements in theory and practical ventilation and air-conditioning practice as developed within the past 12 months in the Association's research laboratory and in cooperating universities and commercial laboratories.

Important data has been added on basement floor and basement wall coefficients, on heating loads, and on methods of estimating fuel consumption. Experimental data has been added on radiators and convectors, on unit heaters, ventilators, and humidifiers. Considerable new material has been added on air-duct design, sound control, etc.

An entirely new chapter containing a glossary of terms has been added, and a complete statement of abbreviations, symbols, and drafting standards has been introduced.

Emergency war practices which depart from standard methods have been introduced in a supplementary chapter. It is of interest to schoolmen that among the emergency recommendations are a 65-degree temperature standard for schools and colleges.

The "Catalog Data Section" includes numerous new devices, fittings, and special materials growing out of war limitations in the use of materials and labor.

### Pupils' Day in Court

Paper, 5 pages. Published by the National Education Association, Washington, D. C.

A digest of court cases in which pupils are the main consideration. The cases relate to saluting the flag, compulsory attendance, pupil injuries.

### The School Teacher's Day in Court

Paper, 14 pages. Published by the National Education Association, Washington, D. C.

A series of court decisions on teacher litigants.

### Salaries of City School Employees, 1942-43

Paper, 23 pages. Price, 25 cents. Published by the Research Division, National Education Association, Washington, D. C.

A report on a survey of teachers' and nonteaching employees' salaries paid in city school systems during the current year 1942-43. The report shows the trends, range and distribution of salaries, and the effect of differences in the experience and training of the individuals involved.

### Plans for Distributing State and County Aid to Public Schools of Kansas

By C. B. Althaus and J. W. Twente. Paper, 19 pages. Bulletin No. 9, 1942, University of Kansas, Lawrence.

Useful data on some financial and organizational phases of the public school system of Kansas. The data presented have a definite bearing on a state program of school support. A uniform county levy is urged to place the assessed valuations of all districts in the total state tax pattern for school purposes. The second part of the report is devoted to various plans for distributing state aid for elementary and high schools and to showing the cost of providing the minimum educational programs which each of these plans would provide.

### Industrial Fire Brigades

By Emmet T. Cox, W. Fred Heisler, and Horatio Bond. Paper, 176 pages. Price, \$1.50. The National Fire Protection Association, 60 Batterymarch St., Boston, Mass.

Of specific value in training school janitors as volunteer firemen.

### Costs Per Pupil in Average Daily Attendance in Ohio City and Village School Districts, July 1941-42

Compiled by W. R. Flesher and T. C. Holy. Paper, 33 pages. Published by the Bureau of Educational Research, Ohio State University, Columbus.

An analysis of current expenses and total payments per pupil in average daily attendance in 192 city and village school districts in Ohio.

### Proceedings of the Thirty-first Annual Meeting of the National Association of Public School Business Officials

Paper, 282 pages. Published by the Association through H. W. Crambley, secretary, Pittsburgh, Pa.

### Annual Report, Seattle School Dist. No. 1, 1942

Paper, 47 pages. Published by the board of education at Seattle, Wash.

A report of the schools for the year ending June 30, 1942, containing information on schoolhousing problems, attendance, budget estimates, lunchroom income, bond issues, tax levies, per capita costs, school expenses, insurance, and statement of school property. The first part of the report is devoted to the adjustment of the schools to wartime needs and the various activities carried on under the wartime program.

### Stoker Heating Guide

By K. C. Richmond. Paper, 23 pages. The Coal-Heat Magazine, 20 W. Jackson Blvd., Chicago, Ill.

This wartime booklet tells how to improve heating results, protect health, reduce heat losses, save fuel, and cut heating costs. It offers ten practical heating suggestions for the benefit of those who have the care of heating systems.

### Fire-Prevention Education

By a safety committee at New York University and a committee of 11 educational and fire-safety agencies. Cloth, 380 pages. National Board of Fire Underwriters, 85 John St., New York, N. Y.

A practical manual for home-front fighters—for teachers, fire chiefs, and community leaders. It tells how to administer fire-safety programs and outlines teaching material for this purpose for grade schools, high schools, and community organizations.

### Federal Specifications

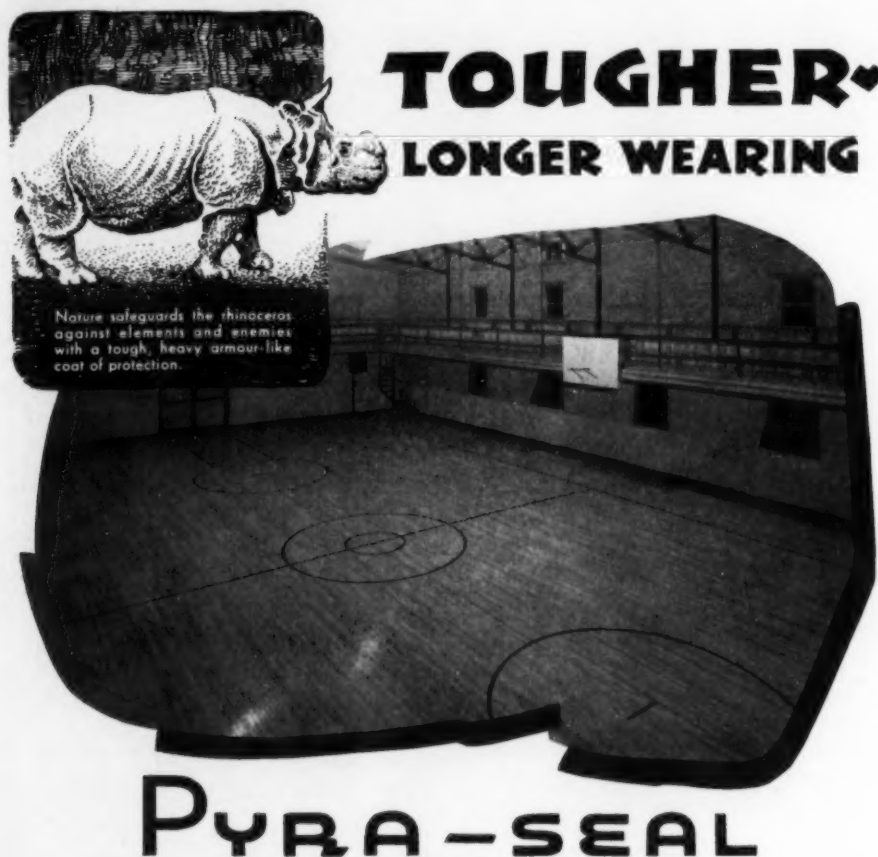
The Superintendent of Documents of the Government Printing Office has listed the following federal specifications:

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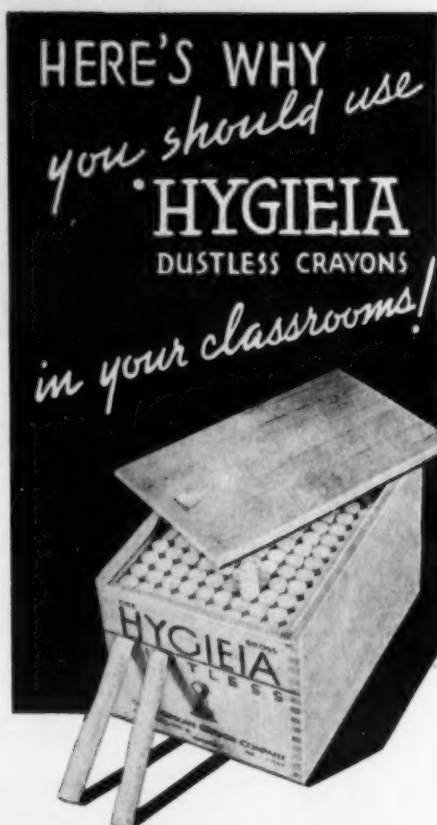
A strong, easy-to-fold, light weight folding chair built to give comfortable seating at low cost. It will not tip when children stand on it. Folds flat — stacks easy — requires little storage space. No. 70, per dozen — \$17.25 f.o.b. factory. No. 75 Kindergarten Folding Chairs only \$13.75 per dozen, f.o.b. factory.

Schools must be maintained in spite of war. Increased student enrollments must be accommodated. Additional seating must be supplied. The steel is now being converted to war materials. New metal seats are therefore not available until further notice.

Peabody recommends extra care for seating now installed. Have the Peabody representative help you in getting broken seats repaired — unsightly seats refinished — and have him help work out better seating arrangements to make present rooms handle more students.

Folding chairs will probably be the answer to your temporary problem. To meet your needs Peabody recommends Folding Chair No. 70. You can get this chair in any quantity for only \$17.25 a dozen, f.o.b. the factory. Prompt delivery is assured. See your Peabody representative or order direct.

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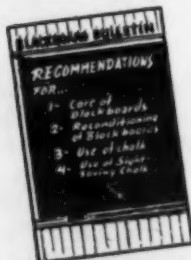
There are no gritty, flinty impurities in HYGIEIA crayons that will injure the writing surface of your blackboards. HYGIEIA will actually improve the surface of your boards.

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HYGIEIA erases completely. Inferior chalks fill in the pores of the boards, are difficult to erase, and eventually give the entire board a shiny, gray surface hard on pupils' eyes.

### HYGIEIA is more ECONOMICAL

It outlasts ordinary crayons, preserves the surface and prolongs the life of your blackboards.



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### BUSINESS DEPARTMENT PRACTICES IN LARGE CITY SYSTEMS

(Concluded from page 30)

The determination of special equipment needs is done by the principals, the assistant superintendent, the superintendent, and the special supervisor, in that order. It seems logical to assume that principals should make their needs known to the central office. The proper official there, depending upon the department for which the equipment is sought, should determine the validity of the request. This procedure does not appear to be in common use, however. All superintendents state that their principals have the right to take the initial steps in securing special equipment but only one half of the principals acknowledge this right. It is in the larger cities that the greatest number of principals have no initiatory power in this function, although apparently as many principals actually participate in its performance in the larger cities as in the smaller ones.

All principals state that they must approve requisitions for their buildings and such requisitional requests must not exceed budgetary limitations. Reports are frequently sent out from the main office pertaining to unexpended budgetary balances, although many schools are required to maintain their own figures setting forth expenditures, budget allotments, and unexpended balances. Such unexpended balances at the end of the year do not customarily carry over to the next budget year. This frequently results in the end-of-year buying of unneeded materials, although if allotments were carefully made originally, there would be little unused money available at the end of the budget period.

### SCHOOL-BUILDING CONTRACTS

During the month of March, 1943, contracts were let in 11 states west of the Rockies for 9 school buildings, to cost \$443,588. An additional project in preliminary stages was reported, to cost \$25,000.

Dodge reports that during the month of March, 1943, contracts were let in 37 states east of the Rockies for 135 educational and science buildings, having a floor area of 796,000 square feet, at a contract price of \$4,524,000.

### SCHOOL-BOND SALES

During the month of March, 1943, bonds were sold for permanent school improvements, in the total amount of \$491,200. The average rate of interest was 2.08 per cent. During the same period, short-term notes and refunding bonds were sold, in the amount of \$630,050.

► SUPT. E. A. ELLIOTT, of Joplin, Mo., has been re-elected for another year. Mr. Elliott is serving his thirteenth year as superintendent.

► E. O. HOLMQUIST, of Reese, Mich., has been elected superintendent of schools at Tekonsha.

► SUPT. M. C. LEPLER, of Lincoln, Neb., has been re-elected for another year.

► WILLIAM J. BUNGE has been elected superintendent of schools at Cuba, Mo.

► G. W. CUMMINGS, of Bucklin, Mo., has been elected superintendent of schools at Palmyra.

► GERALD B. CHAPMAN has been elected superintendent of schools at Rusk, Tex., to succeed A. S. Moore.

## Professional Directory

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## PURCHASING IN SMALL SCHOOL SYSTEMS

(Concluded from page 20)

importance. Even the type of wax used on a mastic tile floor has educational significance. A school purchasing plan developed cooperatively by the staff, the administrator, and the board of education will yield financial and educational dividends. Superintendents, principals, and board members will be acting wisely if the whole budgetary plan, including purchasing, is made the cooperative effort of the staff. If the standards for materials and supplies are determined by those associated with their use, difficulties will be avoided; the staff will develop an esprit de corps which has tremendous educational significance; and economies will be effected.

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### RECENT GOVERNMENT PUBLICATIONS

- National Resources Development Report for 1943, Part I, Post-War Plans and Program.*  
National Resources Planning Board. 80 pp. Superintendent of Documents, Washington, D. C. Price, 25 cents.  
This publication brings together some of the plans for the transition period immediately following the war and for the longer range period of postwar development and economic expansion.
- Victory Gardens.*  
Miscellaneous Publication No. 483. 16 pp. U. S. Dept. of Agriculture. (Revised, January, 1943.) For sale by Supt. of Documents, Washington, D. C. Price, 5 cents.  
What to grow, how to plant, the mineral and vitamin source of the most common vegetables, and other useful information for the beginning gardener.
- O.P.A. Bulletin for Schools and Colleges*, No. 2, March, 1943.  
16 pp. Copies can be secured by writing to the nearest Regional OPA Office, or to the Chief, Educational Services Branch Office of Price Administration, Washington, D. C.  
Contains news articles on the price control, rationing and rent control program; study outlines and questions for class discussion.
- Proposal for a Free World: Toward New Horizons* No. 2.  
19 pp. Division of Public Inquiries, Office of War Information, Washington, D. C.  
The second in a series of statements dealing with the postwar world. Includes recent speeches by seven United Nations leaders—Queen Wilhelmina, Generalissimo Chiang Kai-shek, T. V. Soong, Jan Christian Smuts, President Roosevelt, Vice-President Henry A. Wallace, and Under Secretary of State Sumner Welles.

## "THEY ALSO SERVE..."

Uniforms may be alluring, defense plant wages may be attractive, prospects for "new experiences" may be appealing, far horizons may beckon, but—

If there is anything to the American belief that our schools are the bulwark of democracy then the role of the teacher these days is a great one, an essential one, a sacred one.

### WE, THEREFORE, URGE,

1. That teachers think long and earnestly before deciding that they can "be of more help" elsewhere.
2. That they think long and earnestly as to whether temporary high wages in industry offer any real advantage.
3. That professionally-minded teachers try to influence worthy youth to enter the teaching field.
4. That school administrators and boards try to attract back into the profession those who for one reason or another have left it.
5. That curricula be revised, so that without increasing the load fewer new teachers will be needed, a large part of the salaries so saved to be apportioned among the teachers who remain.
6. That good teachers be granted temporary licenses even though they lack the necessary credits.
7. That Boards of Education suspend non-essential requirements touching teachers' private lives.
8. That every possible effort be made by school officials, boards, and legislatures to make teachers' salaries attractive.

The above suggestions for relieving nationwide teacher shortage are made by the following members of the National Association of Teachers Agencies

- |   |  |   |
|---|--|---|
| <b>CALIFORNIA</b><br>Frankford Pacific Teachers Agency,<br>Los Angeles  | <b>MINNESOTA</b><br>Clark-Brewer Teachers Agency,<br>Minneapolis<br>Educational Service Bureau,<br>Minneapolis<br>Minnesota Teachers Service,<br>Minneapolis<br>Schummers School Service,<br>Minneapolis<br>Teachers Service Bureau,<br>Mankato<br>Western Teachers Exchange,<br>Minneapolis   | <b>NORTH DAKOTA</b><br>Love Teachers Agency, Fargo  |
| <b>COLORADO</b><br>Rocky Mountain Teachers Agency,<br>Denver<br>Western Teachers Exchange, Denver   | <b>MISSOURI</b><br>Clark-Brewer Teachers Agency,<br>Kansas City<br>Specialists' Educational Bureau,<br>St. Louis   | <b>OHIO</b><br>Ohio Midland Teachers Agency,<br>Columbus<br>Schermmer Teachers Agency,<br>Cleveland   |
| <b>CONNECTICUT</b><br>Cary Teachers Agency, Hartford  | <b>MONTANA</b><br>E. L. Huff Teachers Agency, Missoula   | <b>OREGON</b><br>Northwest Teachers Association,<br>Portland  |
| <b>ILLINOIS</b><br>Albert Teachers Agency, Chicago<br>Clark-Brewer Teachers Agency,<br>Chicago<br>Fisk Teachers Agency & Am. Col.<br>Bureau, Chicago<br>Hughes Teachers Agency, Chicago<br>Illiana Teachers Agency, Champaign | <b>NEBRASKA</b><br>Davis School Service, Lincoln   | <b>PENNSYLVANIA</b><br>Bryant Teachers Bureau, Inc.,<br>Philadelphia<br>Central Teachers Agency, Harrisburg<br>Great American Teachers Agency,<br>Allentown |
| <b>IOWA</b><br>Clinton Teachers Agency, Clinton<br>The Midland Schools Teachers Agency,<br>Des Moines<br>Sabin's Educational Exchange,<br>Des Moines  | <b>NEW YORK</b><br>Allied Teachers Agency, New York<br>American & Foreign Teachers Agency,<br>New York<br>The Associated Teachers Agency,<br>New York<br>Bardeen-Union Teachers Agency,<br>Syracuse<br>Clark-Brewer Teachers Agency,<br>New York<br>Co-Operative Teachers Agency,<br>Buffalo<br>Educational Placements, New York<br>Interstate Teachers Agency,<br>Rochester<br>Kellsey Teachers Agency, New York<br>Pratt Teachers Agency, New York<br>Schermmer Teachers Agency,<br>New York | <b>SOUTH CAROLINA</b><br>Southern Teachers Agency, Columbia   |
| <b>MAINE</b><br>New England Teachers Agency,<br>Portland  | <b>UTAH</b><br>Yergensen Teachers Agency,<br>Salt Lake City  | <b>SOUTH DAKOTA</b><br>Bersagel Teacher Service, Aberdeen<br>National Teachers Exchange,<br>Sioux Falls   |
| <b>MARYLAND</b><br>Baltimore Teachers Agency, Baltimore   | <b>VIRGINIA</b><br>Southern Teachers Agency, Richmond  | <b>TENNESSEE</b><br>College & Specialist Bureau,<br>Memphis<br>Southern Teachers Agency,<br>Chattanooga   |
| <b>MASSACHUSETTS</b><br>Grace M. Abbott Teachers Agency,<br>Boston<br>The Cary Teachers Agency of Boston<br>Boston<br>Fickett Teachers Agency, Boston<br>Fisk Teachers Agency, Boston<br>Reed Teachers Agency, Boston         | <b>WASHINGTON</b><br>Clark-Brewer Teachers Agency,<br>Spokane<br>Westmore Teachers Agency, Spokane   | <b>WISCONSIN</b><br>Parker Teachers Agency, Madison   |
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*Guides to Successful Employment of Non-Farm Youth in Wartime Agriculture.*

Children's Bureau Publication 290, U. S. Dept. of Labor. 14 pp. Washington, D. C.

Offers essential guides for programs that will prove satisfactory to the farmers, to young people, and to parents.

*Schools at War*

Second issue. 19 pp. Education Section, War Savings Staff, Treasury Department, Washington, D. C. March, 1943.

War Savings news from the school front, including tips for teachers and a classroom poster—"The World of 1953."

*Understanding the War.*

18 pp. Prepared by the Federal Education War Council: Order from Division of Public Inquiries, Office of War Information, Washington, D. C.

Suggestions for summer school courses, for extracurricular programs, and for discussions relating to war information. It also contains lists of available governmental pamphlets, posters, and films dealing with the war.

*After the War—Toward Security: Freedom From Want.*

61 pp. National Resources Planning Board. For sale by the Supt. of Documents, Washington, D. C. Price, 10 cents.

Reproduced from the larger Security Report which President Roosevelt submitted to Congress. It covers the introduction, the recommendations on general policy, and a summary of specific proposals.

*Guidance Manual for the High School Victory Corps.*

37 pp. For sale by the Supt. of Documents, Washington, D. C. Price, 20 cents.

A manual presented to assist school administrators, counselors, and teachers in carrying out the guidance functions essential to the organization of the High School Victory Corps in all types of secondary schools.

*Handbook on Education and the War.*

344 pages. For sale by the Supt. of Documents, Washington, D. C. Price, 55 cents.

As a move to help mobilize education to the fullest extent, the U. S. Office of Education Wartime Commission, in August, 1942, called the National Institute on Education and the War. Results of the proceedings are set forth in this handbook. Valuable but somewhat late.

## New Supplies and Equipment

### Production, Service, and Sales News for School Buyers

#### WARTIME PACKING FOR WATER COLORS

Prang water colors have always come in metal boxes but metal during the war is scarce, so emergency packing is an ingeniously constructed container of heavy cardboard, durable and in bright colors. Another of the government's conservations has been met in this new styled package.

A special new feature in the Prang box is a separate water-resisting mixing tray, and the inside cover carries brief how-to-use instructions.



Refill water-color pans can be used in these new boxes as well as in previous styled box.

Schools are urged to conserve their used pans and boxes and order refills as necessary. Present stocks in metal containers are gone for the duration and new packing is now used.

American Crayon Company, Sandusky, Ohio.

For brief reference use ASBJ-510.

#### RADIO TUBE INFORMATION

A specially prepared booklet (16 pages, 17 by 22 inches) for use in radio war-training centers provides a visual medium for studying the construction details of various types of vacuum tubes. It contains eight charts to facilitate use, the charts showing structural details of receiving, transmitting, cathode-ray, and special tubes.

The wide use of radio in the present war makes it mandatory that thousands be trained in the principles and fundamentals of radio science. The offered booklet is a real contribution and aid to teachers of electronics.

RCA Victor Division of Radio Corporation of America.

For brief reference use ASBJ-511.

#### ALL-WOOD SCHOOL SEATING

Despite the scarcity of critical materials, manufacturers of school and auditorium seating carry on, redesigning and streamlining the "seating" called for by the expansion and shifting of educational plants.

Desks, movable chairs, tables, and auditorium seating in the building of which steel was deemed indispensable are now made almost entirely of wood, and delivery is made as fast as the materials become available.

Tablet armchairs, movable chair desks, student and kindergarten chairs are sturdily built of hard maple with dowel construction.

The Irwin Seating Company, Grand Rapids, Mich.

For brief reference use ASBJ-512.

#### PRECISION LATHES

An eight-page, file-size catalog illustrates and describes 10-inch toolroom lathes and 10-inch quick-change gear lathes in both floor leg and metal bench models. Attachments, accessories, and tools for these lathes are also listed.

The construction features are illustrated, and specifications are tabulated for reference. Both

models are made in two types: "1-inch collet" and "regular."

Also the title of another new booklet "Keep Your Lathe in Trim" is self-explanatory. Lathe maintenance, lathe tests, and adjustments are included. The importance of simple adjustments and proper care is stressed. Lathe users will find a fund of information in this new 28-page offering.

South Bend Lathe Works, South Bend, Ind., U. S. A.

For brief reference use ASBJ-513.

#### SCHOOL-MADE FILMS

An increasing number of school-made and teacher-made educational films are becoming available. Out of the school and reflecting student-teacher projects have come such films as "Spinning Spokes," "Linoleum Block Cutting," "Essentials of Wood-Turning," "Pottery Making," and others.

From museum activities have come "Green Pea Fowl" (Field Museum), "Desert in Bloom" (Carnegie Museum), and like productions. Many films of teacher travels, explorers, lecturers, and other specialists have been made and all are of general interest.

Bell and Howell Co., 1801 Larchmont Avenue, Chicago, Ill.

For brief reference use ASBJ-514.

#### "RAILROADIN'" ENTERTAINING FILM

Students and faculty of the Working Boy's Home, Newton Highlands, Mass., have voted "Railroadin'" the most entertaining motion picture presented during the first semester.

"Railroadin'" was made by the American Locomotive Company and the General Electric Company in cooperation with American railroads, for use by the railroads for educational purposes in schools, colleges, and clubs. The movie portrays the drama of the development and progress of American railroads. It was directed by John Boland (director of "Wells Fargo") and was one year in the making.

The motion picture is a 16mm., full-color, sound film and runs 30 minutes.

General Electric Company, Schenectady, N. Y.

For brief reference use ASBJ-515.

#### MASTERPIECE CHAIRS

Designed primarily to take the place of pre-war steel chairs, auditorium, wood, folding chairs are becoming popular. Norcor No. 95 has a Y-type frame of selected hardwoods, with large, form-fitting, correctly postured seat and back rest of 5-ply birch, maple, elm, or oak plywoods. The seat measures 15 inches wide by 15½ inches deep, 17½ inches from the floor and rounded corners and edges. Bonderized metal hardware is used, and the chair opens and closes with one operation and folds compactly. Colors are walnut or blond shaded, stained and varnished finish.

Norcor Manufacturing Co., Green Bay, Wis.

For brief reference use ASBJ-516.

#### WYANDOTTE CHEMICALS IN WAR

As major producers of caustic soda and soda ash, frequently termed the backbone of the heavy chemical industry, Wyandotte Chemicals Corporation is helping to accelerate the manufacture of synthetic rubber and reclaim used rubber, rayons, explosives, optical glass for navigating instruments, spun glass insulation, and aluminum.

Eighty-five per cent of the man hours of foundry and machine shops are devoted to the processing of parts for Army and Navy use, gun mounts, airplane parts, and propellers for submarines come off the line.

The global war has been aptly termed "A cleaning war" and in addition to war service, Wyandotte products perform their usual functions to a larger degree than ever before.

Wyandotte Chemicals Corporation, Wyandotte, Mich.

For brief reference use ASBJ-517.

#### SOCIETY FOR VISUAL EDUCATION

Mr. Ellsworth C. Dent, formerly RCA educational director, has been appointed general manager of the Society for Visual Education, Inc., Chicago, Ill. Mr. Dent will strengthen the organization because of his wide experience.

His early training was acquired at Kansas State Teachers' College, Emporia, followed by graduate work at the University of Kansas while in charge of the Bureau of Visual Instruction.

During ten years at Lawrence, he expanded the visual instruction services to meet the growing needs of schools. The bureau operated one of the first loan libraries of educational films and maintained an equipment recommendation service.

Other activities have included service at Brigham Young University and with the United States Department of the Interior, supervising the production and distribution of pictures, films, and slide films for educational use.

#### EARL L. CURTIS

Up through the ranks, from factory to office and management to the presidency of the organization of which he has been a member since boyhood, is the record of Earl L. Curtis, newly elected president of The American Crayon Company, Sandusky, Ohio.

Born and raised in Sandusky, the new president's life has been centered in the American Crayon Company. He is the son of the late Leverett L. Curtis, a pioneer in the crayon industry, who held the presidency of the American Crayon Company, from 1910 to 1929.

Mr. Curtis' many friends wish him all good things in his new responsibilities.

#### ART IN PEACE AND WAR

In a booklet entitled, "What the Schools Should Teach in War-Time," issued by the Education Policies Commission of the National Education Association and the American Association of School Administrators, in part, is found the following:

"The arts have been taught primarily as an avenue to wholesome pleasure, self-expression, emotional and spiritual development, and recreation. In peace times these are the correct functions of the arts." It is further said, "War, however, destroys most pleasures and comforts and cuts into the leisure time. . . . There remains tremendous opportunity for the enlistment of the arts in the war effort. Art education must help build morale and unity by portraying the nation's ideals in posters, emblems, window displays, and other methods, develop skills in photography, chart, and map making, design, camouflage and sketching, and provide wholesome recreation."

James Landis, Director of Civilian Defense, in a letter to art educators, expresses the gratitude of the OCD for the substantial contributions made by them to the common war effort. The Related Arts Service, in a series of bulletins published in cooperation with the OCD, is providing guidance and practical programs to meet the various needs for the educational art-war workers.

These bulletins are going to 30,000 art educators in the United States. This war-art program is greatly implemented by the work of Mr. Cyrus W. Knouff, a director of the Related Arts Service, who has been untiring in his efforts not only for the arts as peacetime activities, but in stressing the importance of art teaching during the war. Mr. Knouff is a pioneer in the firm foundation of arts in the schools not only because of cultural interest but also as a foundation in building up an appreciation of and a demand for "the better things in life."



## TOO MANY MEETINGS!

(Concluded from page 42)

him because he hates to say "no," or believes it his duty to serve his fellow men. In far too many cases, there is malice aforethought on the part of those who confer the honor. They want neither the responsibility nor the hard work to which the organization's officers are subjected.

It may be argued that this social urge is ingrained in the structure of our democracy. We may think that countless meetings offer practice in democratic procedure. There is no doubt that democracy is based upon the idea of maximum participation in social and political functions by all the people. But the very term "function" implies both purpose and achievement. It is absurd to imagine that we have either or both in many of our weekly sessions or social get-togethers. Purpose and achievement mean planning, and planning involves thought. Someone, somewhere has got to take the time to think through a program, so that it may function properly; so that others may participate therein. But there must be a time and place for this quiet meditation. It is as true for the individual who has any purpose to his life as it is for an organization. We cannot have anything but the outer shell, the veneer of a purposeful existence unless we take time occasionally to take mental inventory and really plan. This can't be done if every evening in the week is crowded full of meetings, which are planned for us by others. Furthermore, it is about time we stop measuring a person's worth to his community by the number of meetings he attends and the multiplicity of offices he holds.

## COMING CONVENTIONS

June 28-29. Pennsylvania Vocational Association, at Eagles Mere, Pa. F. Theodore Struck, State College, secretary.

June 28-July 2. Association for Childhood Education, at Boston, Mass. Royce H. Knapp, Boston, secretary.

## PERSONAL NEWS

► DARRELL BLODGETT has been elected superintendent of schools at Jacksonville, Ill., to succeed the late R. O. Stoops. Mr. Blodgett was formerly principal of the high school.

► SUPT. C. T. AMICK, of Delphi, Ind., has announced his retirement, effective on August 1.

► DELBERT M. DOLPHIN, Conover, Ohio, has been elected superintendent of the Ohio City-Liberty Centralized School, Ohio City. He succeeds W. C. Drager.

► SUPT. NEAL GRUBB, of Wayne, Neb., has been re-elected for another school year.

► SUPT. HARRY E. MOORE, of Garvey, Calif., has been re-elected for a second four-year term, beginning July 1.

► SUPT. J. S. VANDERLINDEN, of Perry, Iowa, has been re-elected for another year.

► C. W. BEMER has been elected superintendent of schools at Muskegon, Mich., to succeed John A. Craig.

► W. W. BORDEN, superintendent of schools at Whiting, Ind., died in a Chicago hospital on March 15.

► GERALD NEFF, of New Paris, Ind., has been elected superintendent of schools at Cannelton.

► SUPT. C. T. YESTNESS, of Meckling, S. Dak., has been re-elected for his seventh term.

► SUPT. R. A. HARPER, of Sikeston, Mo., has been re-elected for his seventh year.

► RALPH A. STOUT has been appointed full-time head of the department of audio-visual education in Springfield, Mass.

► GEORGE BISTLINE, of Downs, Kans., has been elected superintendent of schools at Stockton.

► LAMAR C. GRUBB has been elected superintendent of schools at Whiting, Ind., to succeed the late W. W. Borden. Mr. Grubb, a graduate of DePauw University, was formerly principal of the high school.

## After the Meeting

## Too Late!

A retired history professor was bewailing the fact that he had not kept a record of the funny things that had happened to him during the countless times he has been called upon to make a speech.

"For one of them," he said, "I well remember a time back in Pennsylvania when I was to make the main address at a high school commencement. The town's Baptist minister was on the program for a prayer. And how he prayed! He covered everything both terrestrial and celestial. He prayed for the President, he prayed for the heathen, he prayed for generations long dead, and for generations yet unborn.

"Finally, after what seemed at least an hour, he sat down. Suddenly the most distressed look came over his face. Then he leaned over toward me, and in an agonized whisper said, 'Oh, I beg your pardon, Dr. Burnham! I forgot to pray for you!'" — KVP. *Philosopher.*

## Speak Clearly, Teacher!

"Iceland," said the teacher, "is about as large as Siam."

"Iceland," wrote Willie afterwards, "is about as large as teacher."

## Might Have Saved Time

A teacher in a business college was talking to a new class about the advantages of shorthand. His final remark was, "It is a matter of history that it took the poet Gray seven years to write his famous poem, 'Elegy in a Country Churchyard.' Had he been proficient in shorthand he could have done it in seven minutes. We have had students who have written it in that length of time." — *Teachers World.*

## Not Bad for First Try

The professor was asked to give his definition of woman. After clearing his throat he began in his leisurely way.

"Woman is, generally speaking —"

"Stop right there, professor," interrupted a masculine listener. "You'll never get any nearer to it than that." — Punch.

## Good Introduction

Professor to a colleague: "I have come to visit your collection of antiques."

Colleague: "Happy to have you. Let me first introduce my wife and daughter."

## First Aid

Professor's daughter: "Is there any danger that father will forget our lecture date?"

His Wife: "Hardly! I put a knot in his handkerchief and luckily he has a bad cold."



## Served Right

Father: "So you were punished by the teacher. What for?"

Freddy: "I didn't know where the Hebrides are."

Father: "Served you right. Why do you forget where you put things?"

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